DOCUMENT RESUME

ED 321 505 EC 231 826

TITLE	Peer Support and Cooperative Learning for Accommodating Student Variance. Super Search Report, No. C575.
INSTITUTION	Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	Dec 89
CONTRACT	RI88062007
NOTE	112p.
AVAILABLE FROM	Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C575, $22.50 nonmembers; $18.00 members).
PUB TYPE	Information Analyses - ERIC Information Analysis Products (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Cooperative Learning; *Disabilities; Elementary Secondary Education; *Heterogeneous Grouping; *Mainstreaming; *Peer Teaching; Program Development; Student Needs; *Tutoring

ABSTRACT

This document begins with a paper titled "Accommodating for Greater Student Variance in Local Schools" by Jacqueline Thousand and Richard Villa, which identifies the fundamental characteristics of successful heterogeneous public schools and describes specific examples of educational and organizational practices that enable schools to accommodate greater student variance. A bibliography of references from the ERIC (Educational Resources Information Center) database is then presented, containing 182 citations. For each citation, information provided includes bibliographic information, indexing information, and an abstract of the document if available. The references comprise four types: journal articles, documents available from the ERIC system, commercially published materials, and doctoral dissertations. Citations are arranged alphabetically by author. (JDD)

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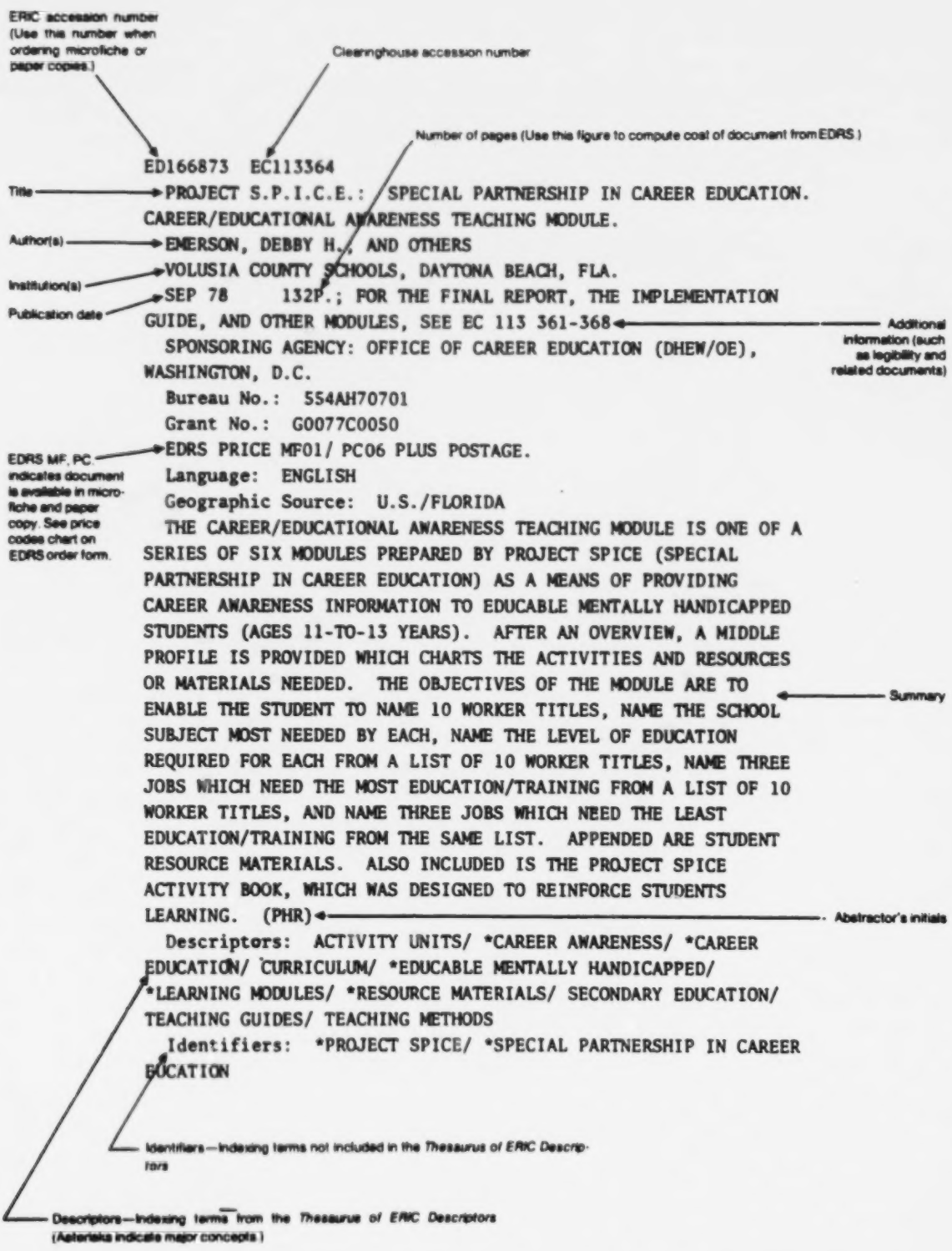
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Author(s) → EMERSON, DEBBY H., AND OTHERS
Institution(s) → VOLUSIA COUNTY SCHOOLS, DAYTONA BEACH, FLA.
Publication date → SEP 78 132P.; FOR THE FINAL REPORT, THE IMPLEMENTATION GUIDE, AND OTHER MODULES, SEE EC 113 361-368
Additional information (such as legibility and related documents)
SPONSORING AGENCY: OFFICE OF CAREER EDUCATION (DHEW/OE), WASHINGTON, D.C.
Bureau No.: 554AH70701
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Summary
Abstractor's initials
Descriptors: ACTIVITY UNITS/ *CAREER AWARENESS/ *CAREER EDUCATION/ CURRICULUM/ *EDUCABLE MENTALLY HANDICAPPED/ *LEARNING MODULES/ *RESOURCE MATERIALS/ SECONDARY EDUCATION/ TEACHING GUIDES/ TEACHING METHODS
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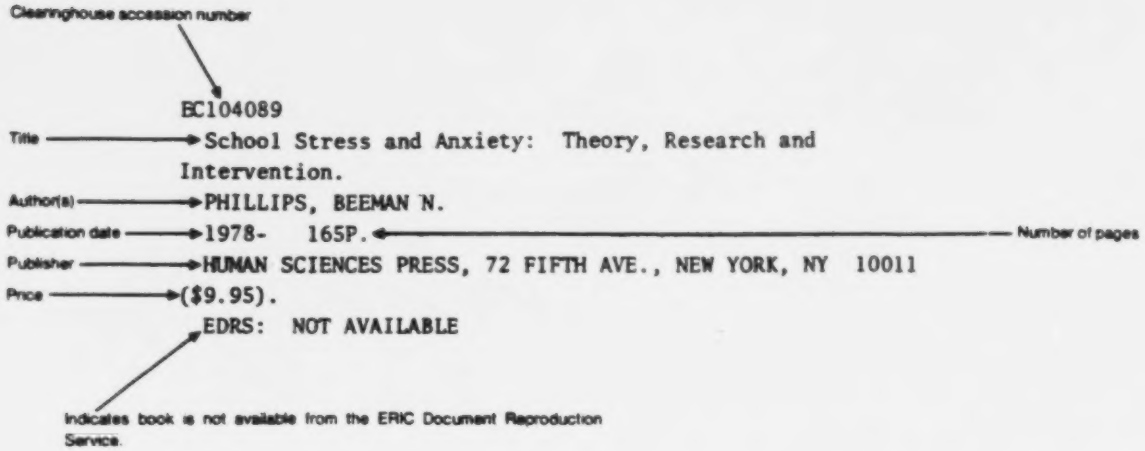

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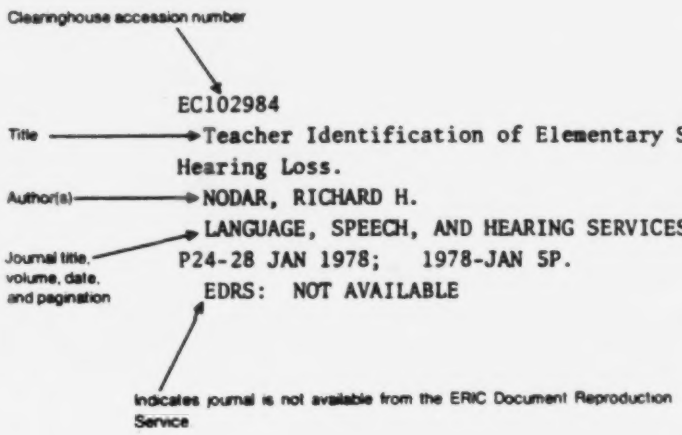
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****Academic Therapy**, Pro-ed Journals, 8700 Shoal Creek Blvd., Austin TX 78758-6897

***ACEHI Journal**, University of Alberta, Dept. of Educ. Psychology, 6-102 Education North, Edmonton, Alberta, T6G 2G5 Canada

****American Annals of the Deaf**, 814 Thayer Ave., Silver Spring, MD 20910

American Education, Superintendent of Documents, U.S. Government Printing Office, Washington DC 20402

American Journal of Art Therapy, Vermont College of Norwich University, Montpelier VT 05602

***American Journal of Occupational Therapy**, 6000 Executive Boulevard, Suit 200, Rockville MD 20852

****American Journal on Mental Retardation**, 1719 Kalorama Rd., NW, Washington DC 20009

American Rehabilitation, Superintendent of Documents, U.S.G.P.O., Washington DC 20402

****Analysis and Intervention in Developmental Disabilities**, Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford NY 10523 (Incorporated in **Research in Developmental Disabilities**)

****Annals of Dyslexia**, The Orton Dyslexia Society, 724 York Rd., Baltimore MD 21204 (Formerly Bulletin of the Orton Society)

Archives of Disease in Childhood, B.M.A. House, Tavistock Sq., London WC1H 9JR England

Art Therapy, The American Art Therapy Association, Inc., 5999 Stevenson Ave., Alexandria VA 22304

Arts in Psychotherapy, Ankho International, Inc., 7374 Highbridge Terrace, Fayetteville NY 13066

***ASHA**, American Speech and Hearing Association Journal, 10801 Rockville Pike, Rockville MD 20852

Assignment Children (Les Connets de L'Enfance), UNICEF, Palais Wilson, C.P. 11, 1211, Geneve 4, Suisse

Augmentative and Alternative Communication (AAC), Williams & Wilkins, 428 E. Preston St., Baltimore MD 21202

Australasian Journal of Special Education, Business Mgr., 3 Ocean View Crescent, Mt. Osmond, S. Australia 5064

****Australia and New Zealand Journal of Developmental Disabilities**, P.O. Box 255, Carlton, South Victoria 3053, Australia, F.W. Faxon Co., Inc., 15 Southwest Park, Westwood MA 02090

Australian Journal of Remedial Education, 319 High St., Kew 131, Australia

***B.C. Journal of Special Education**, Special Education Association, British Columbia, 2031 Long St., Kelowna BC V1Y 6K6, Canada

Behavior in our Schools, Buena Vista College, Fourth & College Sts., Storm Lake, IA 50588

***Behavior Modification**, Sage Publications, 2111 W. Hillcrest Drive, Newbury Park, CA 91320

****Behavioral Disorders**, Council for Children with Behavior Disorders, Indiana University, 2805 E. 10th St., Bloomington IN 47401

Behaviour Problems Bulletin, Victoria College-Burwood Campus, 221 Burwood Highway, Burwood, Victoria 3125 Australia

British Journal of Physical Education, Ling House, 162 King's Cross Road, London WC1X 9DH England

****British Journal of Special Education** (formerly **Special Education Forward Trends**), National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

British Journal of Visual Impairment, c/o South Regional Assn. for the Blind, 55 Eton Ave., London NW3, England 3ET

Bulletin of the Tokyo Metropolitan Rehabilitation Center for the Physically & Mentally Handicapped, 43 Toyama-cho, Shinjuku-ku, Tokyo, Japan

***Canadian Journal for Exceptional Children**, Publication Services, 4-116 Education North, Faculty of Education, University of Alberta, Alberta, Canada T6G 2G5

****Canadian Journal of Special Education**, University of British Columbia, 2125 Main Hall, Vancouver B.C. Canada V6T 1Z5

****Career Development for Exceptional Individuals**, Division on Career Development, Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington IN 47401

Challenge: Reaching & Teaching the Gifted Child, Box 299, Carthage IL 62321-0299

***Child Abuse and Neglect, The International Journal**, Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford NY 10523

***Child and Family Behavior Therapy**, Haworth Press, 149 Fifth Ave., New York NY 10010

Child & Youth Services, The Haworth Press, Inc., 28 E. 22nd St., New York NY 10010

***Child: Care, Health and Development**, Blackwell Scientific Publications, Ltd., Osney Mead, Oxford OX20EL England

****Child Care Quarterly**, Human Sciences Press, 72 Fifth Ave., New York NY 10011

Child Psychiatry and Human Development, Human Sciences Press, 72 Fifth Ave., New York, NY 10011

****Child Welfare**, 67 Irving Place, New York NY 10003

Children & Youth Services Review, Pergamon Press, Fairview Park, Elmsford NY 10523

Children's Health Care, Association for the Care of Children's Health, 3615 Wisconsin Ave., NW, Washington DC 20016

Children's Legal Rights Journal, William S. Heen & Co., Inc., 1285 Main St., Buffalo NY 14209

The Clinical Neuropsychologist, SWETS, North America, Inc., Box 517, Berwyn PA 19312

Creative Child & Adult Quarterly, 8080 Springvalley Dr., Cincinnati OH 45236

Creativity Research Journal, 320 South Stanford St., La Habra CA 90631

Deaf American, 5125 Radnor Road, Indianapolis IN 46226

***Developmental Medicine and Child Neurology**, J.B. Lippincott Co., East Washington Sq., Philadelphia PA 19105

****Diagnostique**, Bulletin of the Council for Educational Diagnostic Services, The Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

Directive Teacher, The Ohio State University, 356 ARPs Hall, 1945 N. High St., Columbus OH 43210

Disability, Handicap and Society, Carfax Publishing Co., 85 Ash St., Hopkinton MA 01748

Disabled U.S.A., President's Committee on Employment of the Handicapped, Washington DC 20210

Early Years, Allen Raymond Inc., Hale Lane, Darien CT 06820

****Education and Training in Mental Retardation**, 1920 Association Drive, Reston VA 22091

***Education and Treatment of Children**, Clinical Psychology Publishing Co., Inc., 4 Conant Square, Brandon, VT 05733

Education of the Visually Handicapped, see **RE:view**

Entourage, G. Allen Roehr Institute, Kinsmen Bldg., York University Campus, 4700 Keele St., Downview, Ontario M3J 1P3

***European Journal of Special Needs Education**, NFER-Nelson, Darville House, 2 Oxford Road East, Windsor, SL4 1DF, United Kingdom

The Exceptional Child, see **International Journal of Disability, Development, and Education**

****Exceptional Children**, 1920 Association Drive, Reston VA 22091

****Exceptional Parent**, 1170 Commonwealth Ave., 3rd Floor, Boston MA 02134

****Focus on Exceptional Children**, Love Publishing Co., 1777 S. Bellaire St., Denver, CO 80222

Gallaudet Today, Office of Alumni & Public Relations, Kendall Green NW, Washington DC 20002

****Gifted Child Quarterly**, National Assn. of Gifted Children, 4175 Lovell Rd., Box 30-Ste. 140, Circle Pines, MN 55014

****The Gifted Child Today (GCT)**, P.O. Box 637, Holmes PA 19043

***Gifted Education International**, AB Academic Publishers, P.O. Box 97, Berkhamsted, Herts HP4 2PX, England

Gifted International, Trillium Press, P.O. Box 209, Monroe, NY 10950

*__Infants and Young Children__, Aspen Publishers, Inc., 1600 Research Blvd., Rockville MD 20850

Interaction, AAMR, The National Assn. on Intellectual Disability, National Office, GPO Box 647, Canberra Act 2601, Australia

*__International Journal of Disability, Development, and Education__, (formerly **The Exceptional Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*__International Journal of Rehabilitation Research__, Hans-Bunte-STR-18, D-6900 Heidelberg 1, Federal Republic of Germany

**__International Journal of Special Education__, University of British Columbia, Vancouver BC V6T 1W5 Canada

Issues in Law and Medicine, P.O. Box 1586, Terre Haute IN 47808-1586

The Japanese Journal of Special Education, % Institute of Special Education, University of Tsukuba, Sakwa-Mura, Nii Hari-Gun, Ibaraki-Ken 305 Japan

**__Journal for the Education of the Gifted__, University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515–2288

*__Journal for Vocational Special Needs Education__, Center for Vocational Personnel Preparation, Reschini House, Indiana University of Pennsylvania, Indiana PA 15705

Journal of Abnormal Child Psychology, Plenum Publishing Corp., 227 W. 17th Street, New York NY 10011

Journal of Abnormal Psychology, American Psychological Assn., 1200 17th St., NW, Washington DC 20036

***__Journal of Applied Behavior Analysis__, University of Kansas, Lawrence KS 66044

*__Journal of Applied Rehabilitation Counseling__, National Rehabilitation Counseling Association, 1522 K St. N.W., Washington DC 20005

Journal of Autism & Childhood Schizophrenia (See **Journal of Autism & Developmental Disorders**)

*__Journal of Autism & Developmental Disorders__, Plenum Publishing Corp., 227 W. 17th Street, New York NY 10011

*__Journal of Childhood Communication Disorders__, Bulletin of the Division for Children with Communication Disorders, The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091

Journal of Clinical & Experimental Neuropsychology, SWETS North America, Inc., Box 517, Berwyn PA 19312

Journal of Clinical Child Psychology, American Psychological Assn., Child Study Center, 1100 NE 13th St., Oklahoma City, OK 73117

*__Journal of Communication Disorders__, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York NY 10014

**__Journal of Creative Behavior__, Creative Education Foundation, Inc., 437 Franklin St., Buffalo, NY 14202

*__Journal of Early Intervention__ (formerly **Journal of the Division for Early Childhood**.), The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091

Journal of General Psychology, Journal Press, 2 Commercial St., Provincetown MA 02567

Journal of Genetic Psychology, Journal Press, 2 Commercial St., Provincetown MA 02657

*__Journal of Head Trauma Rehabilitation__, Aspen Publishers, Inc., 7201 McKinney Circle, Frederick MD 21701

**__Journal of Learning Disabilities__, Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735–8809

Journal of Music Therapy, Box 610, Lawrence KS 66044

Journal of Pediatric Psychology, Plenum Publishing Corp., 227 W. 17th St., New York, NY 10011

Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis MO 63141

**__Journal of Reading, Writing, & Learning Disabilities, International__, Hemisphere Publishing Corporation, 79 Madison Ave., New York NY 10016-7892

Journal of Rehabilitation, National Rehabilitation Assn., 633 S. Washington St., Alexandria VA 22134-4193

*__Journal of Special Education__, Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735–8809

**__Journal of Special Education Technology__, Peabody College, Box 328, Vanderbilt University, Nashville TN 37203

**__Journal of Speech & Hearing Disorders__, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

**__Journal of Speech & Hearing Research__, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

Journal of the Academy of Rehabilitative Audiology, JARA, Communicative Disorders, Communication Arts Center 229, University of Northern Iowa, Cedar Falls IA 50614

Journal of the American Academy of Child Psychiatry, 92 A Yale Station, New Haven, CT 06520

Journal of the American Deafness and Rehabilitation Association, 814 Thayer Avenue, Silver Spring MD 20910

__Journal of the Association for Persons with Severe Handicaps__ (JASH) (formerly **AAESPH Review), 7010 Roosevelt Way, N.E., Seattle WA 98115

*__Journal of the Division for Early Childhood__, see **Journal of Early Intervention**

__Journal of Visual Impairment and Blindness__ (formerly **New Outlook for the Blind), American Foundation for the Blind, 15 W. 16th St., New York NY 10011

Kappa Delta Pi Record, 343 Armory Bldg., University of Illinois, Chicago, IL 61820

**__Language Speech & Hearing Services in Schools__, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

*__Learning Disabilities Focus__, The Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

*__Learning Disabilities Research__, Division of Learning Disabilities, The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091

**__Learning Disability Quarterly__, Council for Learning Disabilities, P.O. Box 40303, Overland Pk KS 66204

**__Mental Retardation__, 1719 Kalorama Rd. NW, Washington DC 20009

Mental Retardation and Learning Disability Bulletin, Faculty of Education, 4-116 Education North, University of Alberta, Edmonton, Canda T6G 2G5

Mental Retardation Systems, % Training & Evaluation Service, Waukegan Developmental Center, Dugdale Circle, Waukegan IL 60085

Milieu Therapy, Avalon Center Schools, Old Stockbridge Road, Lenox MA 01240

*__Music Educators Journal__, Music Educators Assoc., 1902 Association Dr., Reston VA 22091

Narem Journal, Curriculum Development Center, Ministry of Education, Kuala Lumpur, Malaysia

Occupational Therapy in Health Care, The Haworth Press, Inc., 28 E. 22nd St., New York NY 10010

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Pediatrics, PO Box 1034, Evanston IL 60204

**__Perspectives for Teachers of the Hearing Impaired__, Gallaudet University, Precollege Programs, 800 Florida Ave. N.E., Washington DC 20002

Physical Therapy, 1156 15th Street NW, Washington DC 20005

*__Pointer__, Heldref Publications, 4000 Albemarle St. NW, Suite 302, Washington DC 20016

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation World, RIUSA 1123 Broadway, New York NY 10010

__Remedial and Special Education__ (RASE**), PRO-ED, 5341 Industrial Oaks Blvd., Austin TX 78735 (Incorporating **Exceptional Education Quarterly**, **Journal for Special Educators**, and **Topics in Learning and Learning Disabilities**)

*__Research in Developmental Disabilities__ (combines **Analysis & Intervention in Developmental Disabilities** and **Applied Research in Mental Retardation**), Pergamon Press, Fairview Park, Elmsford, NY 10523

Residential Treatment for Children and Youth, The Haworth Press, Inc., 75 Griswold St., Binghamton NY 13904

__Re:view__ (formerly **Education of the Visually Handicapped), Heldref Publications, 4000 Albemarle St., N.W., Washington DC 20016

**__Roeper Review__, Roeper City & Country School, 2190 N. Woodward Avenue, Bloomfield Hills MI 48013

School Media Quarterly, American Association of School Librarians, 50 E. Huron St., Chicago IL 60611

*__School Psychology Review__, 300 Education Bldg., Kent State University, Kent OH 44242

Sharing Our Caring, Caring, P.O. Box 400, Milton WA 98354

Slow Learning Child, See **Exceptional Child**

**__Social Work__, 49 Sheridan Avenue, Albany NY 12210

Special Education: Forward Trends, see **British Journal of Special Education**

Special Education in Canada, see **Canadian Journal for Exceptional Children**

****Special Services in the Schools**, The Haworth Press, Inc., 12 West 32nd St., New York NY 10117-0200

Support for Learning, Longman Group, Subscriptions Dept., Fourth Ave., Harlow, Essex CM19 5AA England

Teacher of the Deaf, 50 Topsham Road Exeter EX24NF, England

Teacher Education and Special Education, Special Press, Suite 2107, 11230 West Ave., San Antonio TX 78213

TEACHING Exceptional Children, 1920 Association Drive, Reston VA 22091

Techniques, CPPC Techniques, 4 Conant Square, Brandon, VT 05733

Topics in Early Childhood Special Education, Pro-Ed, 5341 Industrial Oaks Blvd., Austin TX 78735

Topics in Language Disorders, Aspen Systems Corporation, 16792 Oakmont Ave., Gaithersburg MD 20877

The Tower Review, College of Education, Central State University, Edmond OK 73034-0120

Training Quarterly on Developmental Disabilities (formerly **Training Quarterly on Mental Retardation**), Temple University Woodhaven Center, 2900 Southampton Rd., Philadelphia PA 19154

Volta Review, 3417 Volta Place NW, Washington DC 20007

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ACCOMMODATING FOR GREATER STUDENT VARIANCE IN LOCAL SCHOOLS

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ABSTRACT

The purpose of this paper is to identify the fundamental characteristics of successful heterogeneous public schools. Included are specific examples of educational and organizational practices which enable schools to accommodate greater student variance. These examples are derived from the results of research and model demonstration efforts as well as the authors' first hand experiences in Vermont schools which have made the commitment to educating all of their students in heterogeneous groupings within their neighborhood public schools.

The purpose of this paper is to identify and describe those practices which appear to be associated with successful schooling of students in heterogeneous groupings. Before discussing these practices, it is important to clarify what we view as fundamental characteristics of successful heterogeneous public schools.

First, these schools are comprehensive. They are comprehensive in that they actualize the "zero reject" principle (Lilly, 1971) by welcoming and educating all students in their own "home" schools; they accommodate the unique variations in students' educational needs through responsive and fluid instructional options rather than "pigeonholing" students into one of several standing, standard programs (Skrtic, 1987). They also are comprehensive in that they expand the body of decision-makers concerned with individual student, instructional, and organizational issues to include not just a small, select group of administrators and instructional personnel, but to include also members of the broader school and general community (e.g., parents, students, paraprofessionals, school nurses, guidance counselors, lunch room staff, community members, generic human service agency personnel, community employers). Finally, they are comprehensive in that they look beyond academic achievement as the major or sole criterion of school success and promote the mastery of social and life skills requisite to success in work, home, recreational and community life beyond high school.

The second characteristic of successful heterogeneous schools is the great amount of effort put forth to ensure that school personnel are as effective as they can be in their instructional practices. The leadership of these schools are bent upon merging and successfully implementing exemplary educational practices from both general and special education in order to take advantage of the knowledge base and demonstrated benefits of both sets of practices. They do this by making available to all instructional and administrative staff timely and intensive training and supervision related to targetted practices.

This paper is structured to provide the reader with brief descriptions and specific examples of educational and organizational practices and beliefs which promote student success in heterogeneous schools. These examples are derived from the results of research and model demonstration efforts as well as the authors' first hand experiences in Vermont schools which have made the commitment to educating all of their students in heterogeneous groupings.

Instructional Practices

Outcomes-Based Instructional Models

Common to most outcomes-based models is a sequence of six teacher behaviors (Block & Anderson, 1975; Brookover, et.al, 1982; Vicker, 1988). First, teachers engage in diagnostic procedures to determine whether students have the prerequisites for the lesson or unit. Additional

instruction on the prerequisites is offered to students who need it. Secondly, teachers create an atmosphere of anticipation or readiness to learn by giving the students a brief description of what they will learn, why they are learning it, and what they will be able to do with the new learning. Next, teachers provide "best shot" instruction; they select and implement the instructional strategies which they judge to have the best chance of enabling all students to attain the lesson's objectives. Following best shot instruction, teachers structure opportunities for guided practice in which each student's progress is monitored. The objective here is to assure that students have the skills and procedural knowledge to successfully engage in independent practice.

The fifth teacher behavior involves the administration of a formative assessment or test to determine whether students have mastered the lesson's or unit's objectives. Students who need additional instruction receive it, while those who have mastered the objectives engage in enrichment activities. The sixth and final teacher behavior involves the summative assessment of students' mastery of a cumulative set of objectives from a number of lessons or units.

Instructional Practices Utilizing Peer Power

A major resource which can facilitate the education of all learners within regular education is the use of "peer power." In our estimation, peer power is a key variable in meeting the needs of a diverse student population within regular education settings. Schools which effectively utilize peer resources do so in a variety of ways. Among the strategies employed are peer tutor and peer buddy systems, cooperative learning models, and the inclusion of peers on the individualized educational planning teams of students with identified handicaps.

Peer tutor systems. Same-age and cross-age peer tutoring systems are two forms of peer power upon which heterogeneous schools need to capitalize. In a review of the literature regarding peer tutoring, Pierce, Stahlbrand, and Armstrong (1984) have cited the benefits of peer tutoring to tutees, tutors, and instructional staff.

Good and Brophy (1984) have suggested that peers trained as tutors may be more effective than adults in teaching particular content such as mathematical concepts (Cohen & Stover, 1981). They further speculate that their superior effectiveness lies in their tendency to be more directive than adults; their familiarity with the material and their resultant understanding of the tutee's potential frustration with the material; and their use of more meaningful and age-appropriate vocabulary and examples.

Peer tutoring partnerships are a cost-effective way for teachers to increase the amount of individualized instructional attention available to their students (Armstrong, Stahlbrand, Conlon, & Pierson, 1979). By using same-age and cross-age tutors, teachers can add instructional resources to the classroom without adding additional adult personnel.

Peer support networks and peer buddies. Historically, some students, particularly students with disabilities, have been excluded from certain aspects of their school life (e.g., school clubs and other co-curricular activities, school dances, attendance at athletic events). Peer support groups or networks have been established in some schools and have proven to be effective in enabling these students to participate more fully in the life of their schools.

The purpose of a peer support network is to enrich another student's school life.

> Peer support is a bunch of kids working together to break down the barriers that society has built into the public's idea of what the norm is. Teachers and peers need to be trained; they need to understand that the goal of peer support is not competitive academics. The goal is to belong, to meet new people, to learn to break down the barriers. (Budelmann, Farrel, Kovach, & Paige, 1987)

Peer buddies are different from peer tutors in that their involvement with other students is primarily non-academic. The diversity of support which peer buddies can provide other students is limitless. For example, a peer buddy might assist a student with physical disabilities to use and get items from his or her locker or "hang out" in the halls with a student before or after classes. A peer

buddy might accompany a student to a ball game after school or speak to other students, teachers or parents about the unique physical, learning, or social challenges that they see their friend facing and meeting on a daily basis.

Peer support networks have helped to make heterogeneous schools places where students' learning is expanded to include an understanding of one another's lives.

Cooperative learning models

The benefits of the use of cooperative learning groups have been well documented. Cooperative learning experiences with heterogeneous groups of learners tend to promote higher achievement than competitive or individually structured learning experiences (Johnson, Maruyama, Johnson, Nelson, & Skon, 1981; Johnson & Johnson, 1987a). This has been found to be true across grade levels, subject areas, and different types of learning tasks (e.g., concept attainment, retention, verbal problem solving, motor performance). Furthermore, students who participate in cooperative learning experiences, compared with competitive and individualistic ones, like their teachers and the subject matter more (Johnson & Johnson, 1987a).

Cooperative learning experiences, compared with competitive and individualistic ones, also promote higher levels of self-esteem as well as positive relationships, acceptance, support, trust and liking among students who are different in ethnic membership, gender, social class, and

the need for special educational services (Johnson & Johnson, 1987a; Johnson, Johnson, & Maruyama, 1983).

Critical components of cooperative learning models. Cooperative learning models, as defined by Johnson & Johnson (1987c), can be differentiated from other types of small group learning because of the presence of four critical components. The first component is positive interdependence; the perception among the students in the group that they "sink or swim together." This perception may be created by defining mutual goals; dividing the task, resources, or information among group members; assigning different roles (e.g., recorder, reader, timekeeper, observer) to members; or giving all members a common reward or grade. The second critical component is face-to-face interaction among students; the third, individual accountability for learning the assigned materials or performing the assigned task to mastery; and the fourth, the appropriate use of social, interpersonal, and small group skills. As a rule, it is recommended that the membership of cooperative learning groups be heterogeneous in ability and personal characteristics (Johnson & Johnson, 1987c).

The role of the teacher in cooperative learning models. When implementing cooperative learning, the teacher becomes more of a "facilitator of learning" or a "manager of the learning environment" than a "presenter of information" (Glasser, 1986). As a facilitator or manager, the teacher is responsible for five major sets of strategies (Johnson, Johnson, Holubec, & Roy, 1984):

1. Clearly specifying the (academic and collaborative) objectives for the lesson
2. Making decisions about placing students in learning groups before the lesson is taught
3. Clearly explaining the task, goal structure (positive goal interdependence), and learning activity to the students
4. Monitoring the effectiveness of the cooperative learning groups and intervening to provide task assistance (such as answering questions and teaching task skills) or to increase students' interpersonal and group skills
5. Evaluating students' achievement and helping students discuss how well they collaborated with each other. (p. 26)

Responding to individual differences through cooperative learning models. One question often asked by teachers new to cooperative learning is, "How do I integrate a low achieving student or a student with handicaps into heterogeneous cooperative learning groups?" Several strategies have proven to be effective (Johnson & Johnson, 1987c). One strategy is to assign the student a specific role which promotes participation and minimizes anxiety about collaborating with more capable students. Examples of appropriate roles are praising members for participation, summarizing group answers, and checking that all members can explain the group's answer. A second strategy is to

pretrain these students in select collaborative skills so they have unique expertise to bring to the group.

A third set of strategies involves adapting lesson requirements for individual students. This can be done in a number of ways. Different success criteria can be used for each group member; the amount of material each group member is expected to learn can be adjusted; or group members can study and coach one another on different problems, lists, reading materials, words, and so forth. If a test is given, the entire group might receive bonus points based upon the extent to which members exceed their individualized success criteria.

Peer membership on individualized educational planning teams. Peers also have proven to be invaluable members of individual educational planning teams for students with identified handicapping conditions. They are particularly helpful in identifying appropriate social integration goals to be included on a student's IEP.

Students also have been enlisted to assist in planning for the transition of students with handicaps from more segregated to regular education settings. Recently, the entire student body of a small junior high school met with school staff in small groups to plan the transition of a student with multiple handicaps from a segregated residential facility to their seventh grade. The advice they gave was enlightening, ranging from suggestions for an augmentative communication device which they felt would best

help the new student communicate his needs to what kind of notebook he should have to "fit in" (Scagliotti, 1987).

How peer power enables heterogeneous schools to be successful. Effective teachers try to take advantage of every resource that is available to them to promote student success in both academic and affective domains. Generating peer power through the use of peer tutoring and peer buddy systems, cooperative learning models and peer membership on IEP planning teams facilitates the education of all learners within regular education classrooms by increasing the human resources available to respond to the diverse instructional and psychological needs of a heterogeneous student body.

Effective Use of Homogeneous and Multi-Age Groupings

Homogeneous grouping, also know as ability grouping, clusters students of similar "ability." Although this practice is one of the most controversial issues in education, its use is widespread in American schools. Given that American schools and school teachers seem to be inclined to group students homogeneously in spite of evidence questioning the practice, the question becomes, "Is there a place for homogeneous grouping in schools?" In his recent review of the effects of ability grouping on the achievement of elementary school students, Slavin (1987) answers this question with a qualified "yes."

In theory, teachers group students according to performance or ability in order to more closely match the

pace and content of their instruction with the learning characteristics of different students. However, in practice, ability grouping frequently is misused or abused. Noting this, Slavin wisely cautions that research-based ability grouping plans be used only when the following conditions can be met (Slavin, 1987):

1. The grouping plan must measurably reduce student heterogeneity in the specific skill being taught;
2. The plan must be flexible enough to allow teachers to respond to misassignments and changes in student performance level after initial placement; and
3. Teachers must actually vary their pace and level of instruction to correspond to students' levels of readiness and learning rates. (p. 322)

Slavin also recommends that students be regrouped for no more than two subject areas, spending the majority of their school day in heterogeneous groupings. This increases the likelihood that low-achieving students or students with handicaps will have a heterogeneous student group as their primary reference, avoiding the potential detrimental psychological effects of being associated with a low ability track or a special class (Rosenbaum, 1980; Schafer & Olexa, 1971).

Redefining School Organizational Structure

A number of characteristics of the organizational structure of the traditional American school stand in the way of heterogeneous schooling. First, most schools continue to stratify their students into high, medium, and low groups through heavy reliance upon segregated or pull-out special and compensatory education service delivery models, ability groupings, and tracking systems.

Secondly, most schools continue to rely upon a "lock step" curriculum approach (Stainback & Stainback, 1985); that is, what students are taught is determined not by their assessed individual needs, but the grade level to which they are assigned. Students are placed in a grade according to their age and expected to master the predetermined curriculum by the end of the school year. If they fail, they are retained, referred for special education or compensatory education services and pulled out of the regular classroom for part or all of their day.

Finally, most teachers, whether they have been labelled regular or special educators, generally are expected to work alone. Few schools encourage or expect instructional personnel to team teach with one another; and little, if any, time is structured into the work day for collaboration or planning with others.

Schools which are educating all of their students in heterogeneous environments have attempted to eliminate these and other organizational barriers in a number of ways.

Specifically, they have redefined professional roles; created opportunities for collaboration; and created common conceptual frameworks, knowledge, and language among school staff through inservice training.

Redefining Professional Roles and Dropping Professional Labels

"I used to think of myself as a speech and language pathologist; but now I think of myself as a teacher who happens to have training and expertise in the area of communication" (Harris, 1987). The redefinition of job functions is viewed as necessary in order for a school to make the shift from categorical educational programs (e.g., regular classroom, special classes, pull-out services for speech and language and compensatory education services) to a single unified system where broad-based support ultimately would be available to all teachers and any of the students (Villa, 1988).

Job titles and the formal or informal role definitions that accompany them determine the way in which a person behaves within a school (Brookover, et. al, 1982). For example, the title, resource room teacher, may carry with it a set of expectations that (1) this teacher works in a separate room, (2) students must leave the regular classroom to get this person's services, and (3) only those students identified as special education eligible can or will be allowed to benefit from this person's expertise. This person, however, has a great deal of training and expertise

in assessing students' strengths and needs, task and concept analysis, designing and implementing classroom and behavior management programs, and other areas which, if shared with classroom teachers, might help them to maximize their responsiveness to the diverse educational needs of students.

Suppose the resource room teacher label was dropped and this person's role was redefined to be a support person who was expected to provide technical assistance to any number of educators in the building through modeling, consultation, team teaching and inservice training. Such a change in job definition should result in an exchange of skills, thus increasing the number of students whose needs may be met in heterogeneous classrooms.

The Winooski School District is an example of a Vermont school district which has taken a number of steps to redefine roles and responsibilities of school personnel in order to successfully educate all students in general education settings. First of all, a single Department of Pupil Personnel Services has been created to unite guidance, health, gifted and talented, special education, compensatory education, and early childhood services and personnel. The former special education administrator directs this department and collaborates with the other administrators to jointly supervise and evaluate all district instructional personnel. These changes have eliminated the preexisting departmental boundaries that had administratively separated programs and have facilitated the coordination of services and sharing of professional expertise.

Secondly, the roles of professional and paraprofessional personnel in the new Department of Pupil Personnel Services have become primarily consultative in nature. Whereas they historically had delivered services exclusively through pull-out programs, they now are expected to consult and team teach with general educators. The elementary communication specialist, for example, has "come out of the closet" and now delivers speech and language instruction mainly by team teaching with classroom teachers.

In a final move to alter professional roles and responsibilities, the special education classes for students with moderate and severe handicaps were closed. Students who would have been in these classes now are educated in age-appropriate classrooms and integrated community and vocational settings. The responsibility for supporting these students is distributed among a cadre of educators who collectively have skills in health, vocational, communication, counseling, and functional (i.e., domestic, community, recreational, vocational) as well as traditional (e.g., reading, math) curriculum domains.

Expecting and Creating Opportunities for Collaboration

"The integration of professionals within a school system is a prerequisite to the successful integration of students. We cannot ask our students to do those things which we as professionals are unwilling to do" (Harris, 1987).

Local schools have within them a natural and often times untapped pool of "experts." Each teacher's unique skills and interests may be of value to another teacher or a broader range of students than those for whom he or she is directly responsible. A key to successfully meeting the educational needs of all students is the development of a collaborative relationship among the school staff so that expertise may be shared. "A teacher is more willing to share responsibility for a student who presents challenges when that student comes with a team to support him" (Tetreault, 1988).

Establishing a collaborative teaming process. In a number of Vermont schools a problem-solving and decision-making process referred to as "collaborative teaming" is employed to promote the sharing of expertise (Thousand, Fox, Reid, Godek, Williams, & Fox, 1986). Collaborative teaming is a process in which team members work cooperatively to achieve a common, agreed-upon goal. The process involves the application of the principles of cooperative group learning, as forwarded by Johnson and Johnson (1987c), to adult planning groups. In the words of a collaborative team member,

> We've taken the technology of cooperative group learning for kids and applied it to our adult teams. We meet as cooperative groups. Everyone shares in the common goal, that goal being the most appropriate education for the students we serve. (Cravedi-Cheng, 1987)

Creating opportunities for teams to meet. One issue which all schools attempting to implement a collaborative teaming process must address is how the school's

organizational structure can be modified to create opportunities for staff to meet as teams. One Vermont school district has dealt with this issue by contracting a permanent substitute who rotates among schools and relieves regular classroom teachers so they may participate in meetings concerning students in their class.

Another school district has instituted the practice of reserving every Friday morning for team meetings. All professional and paraprofessional support personnel (e.g., special education teachers, nurses, counselors) are expected to hold their Friday mornings open until they are notified of scheduled meeting times for students on their caseload. During the times when they are not scheduled for meetings, they relieve classroom teachers so that they may attend their Friday meetings.

It is important for administrators to appreciate and support this type of collaborative time by coordinating the school's schedule so events are scheduled other than during times when collaboration occurs, setting an expectation that teachers will collaborate, and arranging incentives and rewards for collaboration.

Creating Common Conceptual Frameworks, Knowledge, and Language Through Inservice Training

For school personnel to be most effective in their collaborations with one another and their instruction of students, they need to share common concepts, vocabulary,

and training in instructional strategies which are founded in sound research and theory.

Staff of heterogeneous schools need to acquire the conceptual frameworks, language, and technical skills to communicate about and implement assessment, and instructional and collaborative teaming practices which research and theory say will enable them to respond to the unique needs of a diverse student body.

The authors' reading of the literature and personal experiences in providing inservice training to staff of schools attempting to establish more heterogeneous instructional opportunities for students has led them to identify several areas in which inservice training may be needed (Villa, Thousand, & Fox, 1988). One content area in which all school staff may need training involves collaboration (Johnson & Johnson, 1987b, 1987d; Thousand, et al., 1986). As already discussed, school personnel need to become skillful in implementing a collaborative teaming model and using interpersonal and small group skills to function optimally as collaborative team members.

A second area of training would promote knowledge and positive beliefs regarding current "best educational practices" in heterogeneous schooling. This training would examine the characteristics of schools which general education researchers have found to be more effective than others in promoting students' learning and development (Brookover, et al., 1982). It also would examine that which special education researchers promote as best educational

practice (Fox, et al., 1986). Armed with this information, school personnel would be equipped to articulate the demonstrated benefits of these practices and argue for the establishment and merger of exemplary practices within their school.

A third content area would cover a variety of instructional practices which enable teachers to effectively accommodate a heterogeneous group of students within general education classrooms. Training might include outcomes-based instructional models (e.g., Block & Anderson, 1975; Hunter, 1982); cooperative group learning models (e.g., Johnson, Johnson, Holubec, & Roy, 1984; Slavin, 1983); computer assisted instruction (e.g., Heerman, 1988); an assessment model which enables teachers to discuss learner characteristics and make decisions about their own instructional behavior (e.g., Lyon & Moats, in press; Lyon & Toomey, 1985); classroom management strategies (e.g., Becker, 1986); methods for teaching positive social skills and reinforcing students' use of these skills in school (e.g., Hazel, Schumaker, Sherman, & Sheldon-Wildgen, 1981; Jackson, Jackson, & Monroe, 1983); and the use of peers as tutors, buddies and members of educational planning teams.

Finally, school supervisory personnel may need some specialized training and practice in using a clinical supervision model (e.g., Cummings, 1985). If the supervisory personnel of a school are to promote teachers' successful and continued implementation of any of the assessment and instructional strategies just mentioned, they

must be skilled in observing, analyzing, and conducting conferences regarding teacher's instructional performance.

It is important to emphasize here that, whatever the training content a school's staff elects to study, the principles of effective instruction should be followed in the delivery of the content; that is, trainers need to model multiple and diverse examples of the desired knowledge or practice, provide guided practice in the application of the knowledge or practice, and arrange for coaching and feedback in the actual school situations in which the knowledge or practice is expected to be employed (Joyce & Showers, 1980).

Beliefs

Heterogeneity is possible

For school personnel to enthusiastically open their doors to a more diverse student body and promote each learner's success within regular education classrooms, it is important for them to believe or, at least temporarily, suspend disbelief that heterogeneous age-appropriate classroom environments <u>can</u> meet the unique educational needs of each student (Thousand, 1985; Nevin & Thousand, 1986). In other words, they must believe that they can do a quality job. They also need to trust that they will receive the material and human resources, technical assistance, and training which will enable them to effectively do the job.

Often, school and community members take a "show me" posture. Some embrace the belief that heterogeneous

schooling is possible only after they have had positive first hand experience educating a diverse group of students. Others wait to evaluate their colleagues' experiences; they wait to hear whether support was provided when it was needed. In either case, it is critical to create successful demonstrations of heterogeneous schooling.

Heterogeneity is beneficial to all

Another belief held by those who support heterogeneous classroom groupings is that heterogeneous educational opportunities are beneficial to all students and school personnel. Recently, at a workshop presentation, a kindergarten teacher who has integrated a student with moderate handicaps full-time into her classroom was questioned as to why she chose to have this child in her classroom. She responded:

> I, as a teacher, have no right to limit the possible potential of this child. No one knows his limits. I like to think of (this child) as having no limits. Anything is possible for him. I feel fortunate to have had the opportunity to grow in a new direction by having [this child] in my classroom. I am learning and adapting along with the other students, accepting and believing that everyone is special. (Donahue, 1988)

This teacher's response reflects not only her appreciation of this student's human and educational rights, but her belief that the student's presence in the classroom is beneficial, a catalyst for new learning both for herself and all of her students.

Another set of beliefs regarding the benefits of heterogeneous schooling concerns the students who typically

would have been excluded from regular educational experiences. Students with special educational needs who have spoken out as to the positive effects of heterogeneous schooling focus on their own emotional well-being and sense of belonging. A high school sophomore has commented, "I was in a special class. I've been in regular classes for five years. I'm more a part of the school now" (Budelmann, Farrel, Kovach, & Paige, 1987). A classmate who uses a wheelchair for mobility and who is educated with her peers in heterogeneous classrooms, has stated:

> I feel like I am a part of the school. I am aware of the things that are going on; I've gone to the school car wash and homecoming. I have friends in and out of school, and this helps me feel better about myself. (Budelmann, et al., 1987)

Clearly, both young women recognize their heterogeneous school experiences as a primary source of their feelings of inclusion.

Parents as equal partners

In successful heterogeneous schools, parents are considered valid and valued members of the collaborative team; they are seen as active, contributing members in the educational planning process for their child. To view parents otherwise limits the school's access to the valuable resources which parents offer in identifying their child's strengths and needs, designing realistic and effective interventions, and evaluating the outcomes of their child's education. An appreciation for parents' unique expertise is conveyed in the eloquent words of a parent.

> Parents should be thought of as scholars of experience. We are in it for the distance. We see and feel the continuum. We have our doctorate in perseverance. We and the system must be in concert or the vision shrinks (Sylvester, 1987).

Summary

The organizational, instructional and attitudinal variables presented in this paper influence the success of students and educational personnel in heterogeneous schools. We encourage all who are interested in or charged with the responsibility of planning for school improvement to carefully examine the practices and beliefs which are operating in their schools to promote or impede continued progress toward meeting the diverse needs of all students. We further encourage the school community to embrace the belief that there are actions which each individual can take to positively influence the learning environment of all students, for "we know that a school can change if the staff desires to improve or modify beliefs, structures, and instructional practices" (Brookover et al., 1982, p. 35). The quality of education provided to this generation of school children will be determined by the collective responsible actions of the diverse group of educators and parents who commit to being life-long learners and students of the promise which research, current best educational practice, and creative problem solving offers.

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DIALOG File 1: ERIC - 66-89/NOV.

EJ331518 EC181935
Drilling Basic Math Facts: From Drudgery to Delight.
Alexander, Deborah Ferrante
Teaching Exceptional Children, v18 n3 p209-12 Spr 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Journal Announcement: CIJJUN86
Suggestions are offered for organizing and implementing a peer tutoring program for drilling sixth, seventh, and eighth grade remedial students in basic math facts. (CL)
Descriptors: *Disabilities; Drills (Practice); Junior High Schools; *Mathematics; *Peer Teaching; *Tutoring

EJ232188 EC124904
Peer Helpers: A Model for Establishing and Supervising Children-Helping-Children Programs.
Allan, John A. B.
B. C. Journal of Special Education, v2 n4 p301-09 Win 1978
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Journal Announcement: CIJFEB81
Literature on peer tutors and peer helpers with handicapped and nonhandicapped students is reviewed and a model is proposed for the establishment and supervision of peer helpers. Steps include identification of needs; selection of helpers; preparation of helpers; the process of helping, recording, supervision, and evaluation. (Author)
Descriptors: *Disabilities; Elementary Secondary Education; *Models; Peer Relationship; *Peer Teaching; Program Development; *Tutoring

EJ198035 EC113374
Peer Helpers: A Model for Establishing and Supervising Children-Helping-Children Programs.
Allan, John A. B.
B. C. Journal of Special Education, v2 n4 p301-09 Win 1978
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Journal Announcement: CIJJUL79
The article presents a model for the establishment and supervision of a peer helping program for students with academic problems. (Author/DLS)
Descriptors: Conceptual Schemes; *Learning Problems; Models *Peer Teaching; Teaching Methods

EJ206401 EC114943
Mainstreaming: A Model for Including Elementary Students in the Severely Handicapped Classroom.
Almond, Patricia; And Others
Teaching Exceptional Children, v11 n4 p135-39 Sum 1979
Language: ENGLISH

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJDEC79
Using the concepts of normalization, mainstreaming, and individualized instruction, a big brother/big sister program was developed in which 16 severely handicapped autistic children (4 to 15 years old) were tutored by nonhandicapped and educable mentally retarded elementary students. (CL)
Descriptors: *Autism; Elementary Education; Normalization (Handicapped); *Peer Relationship; *Peer Teaching; Program Descriptions; Severe Disabilities; *Tutorial Programs; *Volunteers

EJ165947 EC092567
Establishing a Normal Peer as a Behavioral Model for Developmentally Delayed Toddlers
Apolloni, Tony; And Others
Perceptual and Motor Skills, 44, 1, 231-41 Feb 1977
Language: ENGLISH
Journal Announcement: CIJE1978
Descriptors: *Developmental Disabilities; Early Childhood Education; Exceptional Child Research; *Imitation; Infants; *Modeling (Psychology); *Peer Teaching; Transfer of Training

EJ291666 EC160987
The Use of Peer Tutors in Vocational Education to Assist Mildly Handicapped Students.
Asselin, Susan B.; Vasa, Stanley F.
Career Development for Exceptional Individuals, v6 n2 p75-84 Fall 1983
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJAPR84
A cooperative tutoring program between vocational and special education teachers can ease the integration of mildly handicapped students into vocational classes. Tutors should receive training on instructional techniques as well as feedback on their performance. Cooperation among the tutors and the special and vocational teachers can lead to effective programing. (CL)
Descriptors: Cooperative Programs; *Mainstreaming; *Mild Disabilities; *Peer Teaching; Program Development; Secondary Education; Tutoring; *Vocational Education

EJ169931 EC100495
Comparison of the Effectiveness of Adult and Peer Models with EMR Children
Barry, Norman J., Jr.; Overmann, Phyllis B.
American Journal of Mental Deficiency, 82, 1, 33-6 Jul 1977
Language: ENGLISH

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DIALOG File 1: ERIC - 66-89/NOV.

Journal Announcement: CIJE1978
The effects of model similarity on the behavior of 30 educable mentally retarded Ss (intermediate or junior high levels) were investigated. (Author/DB)
Descriptors: Age Differences; Behavior Change; Exceptional Child Research; *Imitation; Mental Retardation; *Mild Mental Retardation; *Modeling (Psychology); *Peer Teaching

EJ182717 AA528335
Children Teaching Children
Birch, Jack W.
Teacher, 95, 7, 65-6 Mar 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Journal Announcement: CIJE1978
Peer instruction in mainstreamed classrooms can produce gains for everyone. Not only will the special child benefit by developing personal learning and social skills but the teacher will also acquire new insights into how and under what conditions learning takes place. (Author/RK)
Descriptors: *Elementary Education; *Learning Processes; *Mainstreaming; *Peer Teaching; Student Attitudes; *Student Behavior; *Student Teacher Relationship; Teaching Methods

EJ331428 EC181845
Teaching Functional Community Skills to Autistic Children Using Nonhandicapped Peer Tutors.
Blew, Priscilla A.; And Others
Journal of Applied Behavior Analysis, v18 n4 p337-42 Win 1985
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN86
Two autistic children (8 and 5 years old) were paired with normal peers who, after pretraining sessions, taught community skills to the autistic children. Results demonstrated that no identified skills were acquired during baseline and modeling conditions. However, direct instruction of each child by a peer tutor resulted in learning and maintenance of functional community skills. (Author/CL)
Descriptors: *Autism; *Daily Living Skills; Elementary Education; *Peer Teaching; Skill Development

EJ261641 EC142047
Two Heads Are Better Than One--Peer Tutoring Makes the Difference.
Bondi, Edith F.
Academic Therapy, v17 n4 p401-05 Mar 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Journal Announcement: CIJAUG82
Reading disabled students can benefit from peer tutoring and learning situations in several ways: students can complete a

specific assignment together, students can take the teacher's place to direct activities, and students can share by imitation and empathy. The teacher needs to set the limits and encourage communication. (DB)
Descriptors: Elementary Secondary Education; *Peer Teaching *Reading Difficulties; *Tutoring

EJ372153 EC202885
Using Peers as Trainers to Increase an Autistic Child's Social Interactions.
Brady, Michael P.; And Others
Exceptional Child, v34 n3 p213-19 Nov 1987
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJOCT88
Results of a "loose training" prompting tactic to teach an autistic 11-year-old boy to initiate interactions with his peers resulted in increased spontaneous interactions (1) with training peers in nontraining, generalization sessions and (2) with nontraining peers in generalization sessions. (Author/DB)
Descriptors: *Autism; Case Studies; Elementary Education; Generalization; Interaction; *Interpersonal Competence; *Peer Teaching; Prompting; *Training Methods

EJ360895 EC200627
Increasing Social Interactions of Severely Handicapped Autistic Children.
Brady, Michael P.; And Others
Journal of Autism and Developmental Disorders, v17 n3 p375-90 Sep 1987
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJFEB88
A peer-initiation training procedure was implemented across multiple peer trainers to investigate social interactions between two severely withdrawn autistic children (8 and 10-years-old) and their nonhandicapped peers. Spontaneous interactions increased substantially for one subject and slightly for the other. (Author/DB)
Descriptors: *Autism; Elementary Education; *Interaction Process Analysis; *Interpersonal Competence; Peer Relationship ; *Peer Teaching; Withdrawal (Psychology)

EJ114245 EC071098
High School Speech Assistants in a Residential School for the Blind
Briggs, Beverly Means
Education of the Visually Handicapped, 6, 4, 119-24 Dec 1974
Language: ENGLISH
Journal Announcement: CIJE1975

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DIALOG

DIALOG File 1: ERIC - 66-89/NOV.

Blind and partially sighted high school students were trained to serve as paid assistants to a residential school speech therapist during a 3-year pilot program designed to provide extra-class practice for younger visually impaired children with speech and hearing problems. (LH)
Descriptors: Blindness; Exceptional Child Education; Partial Vision; *Peer Teaching; *Program Descriptions; Residential Schools; Speech Improvement; *Speech Therapy; *Visual Impairments

EJ352342 EC192036
Beginning Again: The Oral Deaf Student in a Total Communication Classroom.
Brown, Patrica Wynn; Orvets, Marcia
Perspectives for Teachers of the Hearing Impaired, v5 n3 p20-22 Jan-Feb 1987
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Journal Announcement: CIJAUG87
Target Audience: Teachers; Practitioners
Teachers can help deaf elementary students adjust to the total communication classroom setting by: evaluating signing skills; conducting a class orientation; submerging students in the sign language environment; using sign language vocabulary cards; offering sign language classes; encouraging peer tutoring; scheduling individual conferences; and providing positive reinforcement. (CB)
Descriptors: *Classroom Communication; Classroom Environment ; *Deafness; Elementary Education; Language Skills; *Oral Communication Method; Peer Teaching; Positive Reinforcement; *Sign Language; Student Evaluation; *Total Communication; *Transitional Programs; Vocabulary Development

EJ341275 EC190411
Handicapped Students as Peer Tutors.
Brown, William
Academic Therapy, v22 n1 p75-79 Sep 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJJAN87
Target Audience: Practitioners
A peer tutoring approach can combine handicapped and nonhandicapped learners in a way that decreases prejudice toward the handicapped students. The importance of administrator and staff support is stressed. (CL)
Descriptors: Attitude Change; *Disabilities; Elementary Secondary Education; *Peer Teaching; *Student Attitudes; Tutoring
Identifiers: *Handicapped Student Tutors

EJ248536 EC133478
The Effects of a Disabled Cross-Age Tutor on the Perceptions of Normal Kindergarten Children.
Bursor, Davele E.; And Others
Journal for Special Educators, v17 n2 p166-73 Win 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJNOV81
Findings indicated that the children assigned different competencies to disabled and nondisabled persons and that these differences decreased after the children were given the opportunity to interact with a disabled older child. (DB)
Descriptors: *Attitude Change; Cross Age Teaching; Kindergarten; *Physical Disabilities; Primary Education; *Student Attitudes; *Tutoring

EJ282648 EC152054
Peer Tutors Help Autistic Students Enter the Mainstream.
Campbell, Ann; And Others
Teaching Exceptional Children, v15 n2 p64-69 Win 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJOCT83
A peer tutoring program in which tutors were taught behavioral techniques as well as background information through a board game format was successful in promoting integration of a class of autistic adolescents in a middle school. Peer tutors helped to promote positive attitudes among students and teachers. (CL)
Descriptors: *Attitude Change; *Autism; Behavior Modification; Middle Schools; *Peer Influence; *Peer Teaching Program Descriptions; Student Attitudes; Teacher Attitudes

EJ325292 EC180776
A Peer Helper Program for Pregnant and Parenting Teenagers.
Canam, Connie J.
B. C. Journal of Special Education, v9 n3 p267-74 1985
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJFEB86
The paper presents a model for developing a special educational program for pregnant and parenting teens, with a rationale for its effectiveness. The curriculum is outlined, and program logistices are covered, including selection of leaders; recruitment, utilization and supervision of peer helpers; and evaluation of the program. (Author/CL)
Descriptors: Adolescents; *Curriculum Development; High Schools; Parenthood Education; *Peer Teaching; *Pregnant Students

DIALOG File 1: ERIC - 66-89/NOV.

EJ318384 EC172490
The Effects of an Intraclass Peer Tutoring Program on the Sight-Word Recognition Ability of Students Who Are Mildly Mentally Retarded.
Carlton, Mary B.; And Others
Mental Retardation, v23 n2 p74-78 Apr 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP85
Mildly retarded students (11-13 years old) who participated in an intraclass peer tutoring program had significantly higher gain scores (pretest-posttest) on both vocabulary and reading subtests than did 62 controls. (CL)
Descriptors: Elementary Education; *Mild Mental Retardation *Peer Teaching; Reading Skills; Vocabulary Development; Word Recognition

EJ306839 EC170552
A Key to Creativity: Children Write for Children.
Caulfield, Jane
G/C/T, n34 p35-38 Sep-Oct 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJFEB85
A program in which very able older (14- to 15-year-olds) students write for younger ones (5- to 7-year-olds) features six-phase approach that includes composition of an idea, illustrations, the manufacturing process, optional animation, preview and publishing, and presentation of the final product. (CL)
Descriptors: Childrens Literature; *Cross Age Teaching; Elementary Secondary Education; *Gifted; *Writing (Composition); *Writing Instruction; *Writing Skills

EJ230368 EC124642
Towards a Less Restrictive Environment: Making the Problem the Solution.
Chandler, Theodore A.
Education Unlimited, v2 n2 p21-23 Mar 1980
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Journal Announcement: CIJJAN81
Two strategies a teacher can employ to avoid some of the negative consequences of the least restrictive provision of P.L. 94-142 (the Education for All Handicapped Children Act) are reversal peer tutoring and self-monitoring for change. (SBH)
Descriptors: *Disabilities; Elementary Secondary Education; Mainstreaming; *Peer Teaching; *Self Control; *Self Evaluation (Individuals); Teaching Methods
Identifiers: *Reversal Peer Tutoring

EJ343834 EC190764
Increasing Autistic Children's Spontaneous Verbalizations of Affection: an Assessment of Time Delay and Peer Modeling Procedures.
Charlop, Marjorie H.; Walsh, Michele E.
Journal of Applied Behavior Analysis, v19 n3 p307-14 Fall 1986
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR87
The study assessed the efficacy of time delay and peer modeling procedures in increasing spontaneous verbalizations of affection in four autistic children (ages 6-8). Results indicated that the time delay was a quick and effective procedure for all subjects. Peer modeling was unsuccessful in teaching the target behavior. (Author)
Descriptors: *Affection; Affective Behavior; *Autism; *Interpersonal Communication; *Modeling (Psychology); *Operant Conditioning; Peer Teaching; Prompting; *Time Factors (Learning); Training Methods; Verbal Communication; Young Children

EJ245813 EC132759
Effects of Cross-Age Tutoring on Word-Recognition Performance of Learning Disabled Students.
Chiang, Berttram; And Others
Learning Disability Quarterly, v3 n4 p11-19 Fall 1980
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP81
The study evaluated the effects of four fifth-grade learning disabled (LD) students tutoring one third-grade and three second-grade LD students on word recognition skills. The results indicated that the cross age tutoring procedure was mutually beneficial for the tutors and the tutees. For related information see EC 132 758-768. (Author)
Descriptors: Elementary Education; Exceptional Child Research; *Learning Disabilities; *Peer Teaching; *Tutoring; *Word Recognition

EJ341230 EC190366
Maximizing Social Contact for Secondary Students with Severe Handicaps.
Chin-Perez, Gregg; And Others
Journal of the Association for Persons with Severe Handicaps (JASH), v11 n2 p118-24 Sum 1986
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJAN87
A day program for 12 moderately/severely mentally retarded students is characterized by selective integration into academic and other regular education courses, with the intent
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of maximizing social interactions. Integration activities, peer tutors, social skills training, case outcomes, and a program evaluation survey are described. (Author/JW)
Descriptors: *Adaptive Behavior (of Disabled); Adjustment (to Environment); *Day Programs; High Schools; Interpersonal Competence; *Mainstreaming; *Moderate Mental Retardation; Normalization (Handicapped); Peer Relationship; Peer Teaching *Severe Mental Retardation; Social Adjustment; Socialization

EJ367942 PS515634
Project PAIRS: A Peer-Assisted Swimming Program for the Severely Handicapped.
Compton, Don; And Others
Children Today, v17 n1 p28-30 Jan-Feb 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJUL88
Describes a joint special education, regular physical education, and peer-teaching program, Project PAIRS (Peer-Assisted Instruction in Recreational Skills), in south Texas. High school students worked with handicapped children to improve their water and communication skills. (BB)
Descriptors: *Disabilities; Early Childhood Education; Elementary Secondary Education; *Peer Relationship; *Peer Teaching; Physical Education; Program Descriptions; Recreational Activities; Special Education; *Student Participation; *Swimming
Identifiers: *Normal Children; *Project PAIRS TX

EJ382070 EC211335
Mainstreaming Special Class Students with Mild Handicaps through Group Instruction.
Conway, Robert N. F.; Gow, Lyn
Remedial and Special Education (RASE), v9 n5 p34-40,49 Sep-Oct 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAY89
Group teaching strategies may serve as an effective means for mainstreaming mildly handicapped students. Such strategies, including cooperative learning, peer tutoring, and reciprocal teaching, can develop social skills, provide a framework for instruction, and link the special and general class. (Author/DB)
Descriptors: *Cooperation; Elementary Secondary Education; *Grouping (Instructional Purposes); *Mainstreaming; *Mild Disabilities; *Peer Teaching; *Teaching Methods

EJ338879 EC190126
Handicapped Students as Tutors.
Cook, Stephen B.; And Others
Journal of Special Education, v19 n4 p483-92 Win 198 1986
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJNOV86
A meta-analysis of 19 studies using handicapped students as tutors of other students indicated that: (1) tutoring programs were generally effective; (2) tutees generally gained more than tutors; and (3) tutor and tutee gains on self-concept and sociometric ratings were small, while gains on attitude measures were larger. (Author/DB)
Descriptors: *Disabilities; Elementary Secondary Education; Meta Analysis; *Peer Teaching; *Program Effectiveness; Self Concept; Student Attitudes; *Tutoring

EJ259749 EC142023
Integrating a Down's Syndrome Child in a Classwide Peer Tutoring System: A Case Report.
Cooke, Nancy L.; And Others
Mental Retardation, v20 n1 p22-25 Feb 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJUL82
Joanne, a seven year-old Down's syndrome child, participated as a student in a first-grade peer tutoring program to improve sight word recognition. (Author)
Descriptors: Case Studies; *Downs Syndrome; Grade 1; *Mainstreaming; *Peer Teaching; Primary Education; Reading Skills; *Sight Vocabulary; *Tutoring

EJ361046 EC200878
Teaching Remedial Mathematics to Learning Disabled Community College Students.
Corn, Julianna
Journal of Reading, Writing, and Learning Disabilities International, v3 n1 p93-102 1987
For related information, see EC 200 869-879.
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJFEB88
The article describes techniques and strategies to teach remedial mathematics to learning disabled college students at Queensborough (New York) Community College. The program includes curriculum modification, faculty development, peer tutor training, development of instructional videotapes, computer assisted instruction materials, and a faculty handbook. (Author/DB)

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DIALOG File 1: ERIC - 66-89/NOV.

Descriptors: College Students; Community Colleges; Computer Assisted Instruction; Faculty Development; Higher Education; Instructional Materials; *Learning Disabilities; Material Development; *Mathematics Instruction; Peer Teaching; *Program Development; *Remedial Instruction; Two Year Colleges; Videotape Recordings
Identifiers: City University of New York Queensborough Comm C

EJ222829 AA531264
The Gifted Student: A Neglected Presence?
Cox, Ann
Teacher, v97 n3 p75-76 Nov-Dec 1979
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Journal Announcement: CIJOCT80
How to use traditional techniques to "mainstream" gifted children in a heterogeneous classroom, while meeting their individual needs through differentiated curriculum and voluntary activities. (Editor/SJL)
Descriptors: *Class Organization; Elementary Education; *Gifted; Heterogeneous Grouping; Independent Study; *Individualized Instruction; Peer Teaching; *Teaching Methods

EJ144209 AA523420
If You Don't Know It, Teach It
Csapo, Marg
Clearing House, 49, 8, 365-67 Apr 1976
Language: ENGLISH
Journal Announcement: CIJE1977
This study was designed to observe the effects of the helping relationship on both the dispenser and the beneficiary of the help. Specifically, learning disabled juveniles on probation tutored learning disabled youngsters to read within a summer school setting. (Author/RK)
Descriptors: *Peer Teaching; *Peer Relationship; *Learning Disabilities; *Program Descriptions; *Tutoring; Evaluation Criteria; Teaching Conditions; Tables (Data); Delinquent Rehabilitation

EJ212531 EC121318
Peer-Tutoring: Children Helping Children.
Dale, Mary E.
Exceptional Parent, v9 n4 pE26-27 Aug 1979
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJAPR80
The article describes a program implemented in an elementary school in which normal children tutored their disabled peers. Among suggestions given for developing peer tutoring programs are the careful selection of participants, administration of

pre-post achievement tests, and development of individualized objectives and activities. (SBH)
Descriptors: Elementary Education; *Handicapped Children; *Peer Teaching; Program Descriptions; *Program Development; *Tutorial Programs

EJ351373 SE540410
Providing a Chemistry Laboratory Experience for a Cerebral-Palsied Student.
Davis, George R.; McGowen, Audrey
Journal of Chemical Education, v63 n10 p896 Oct 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJUL87
Target Audience: Practitioners
Recounts the experiences of a student with cerebral palsy in a college-level, first-semester chemistry laboratory course. Explains how a laboratory assistant worked with the handicapped student in assembling apparatus and manipulating some of the smaller equipment. Discusses the outstanding work performed by the student. (TW)
Descriptors: Access to Education; Case Studies; *Cerebral Palsy; *Chemistry; *College Science; Coping; Developmental Disabilities; Higher Education; *Normalization (Handicapped); Peer Teaching; Science Education; Science Equipment; *Science Instruction; Science Laboratories
Identifiers: *Special Needs Students

EJ285496 EC152884
An Evaluation of the Effects of a Social Interaction Training Package on Mentally Handicapped Preschool Children.
Day, Robert M.; And Others
Education and Training of the Mentally Retarded, v17 n2 p125-30 Apr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC83
The social interaction training program paired three withdrawn mentally retarded children with three nonwithdrawn retarded children and provided instruction in three reciprocal responses designed to increase the target child's social responsiveness. Statistically significant differences of frequencies of social interaction were noted after training. (CL)
Descriptors: Elementary Education; *Interaction; *Interpersonal Competence; *Mental Retardation; *Peer Teaching; Social Behavior; *Withdrawal (Psychology)

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DIALOG File 1: ERIC - 66-89/NOV.

EJ334351 EC182442
Classwide Peer Tutoring.
Delquadri, Joe; And Others
Exceptional Children, v52 n6 p535-42 Apr 1986
Special Issue: In Search of Excellence: Instruction that Works in Special Education Classrooms.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJAUG86
A discussion of classwide peer tutoring as an effective instructional procedure is organized into three major sections: (1) general principles of instruction, (2) description of classwide peer tutoring procedures, and (3) review of effectiveness data concerning classroom process and student achievement outcome. (Author/CL)
Descriptors: Academic Achievement; *Disabilities; Elementary Secondary Education; Group Instruction; *Peer Teaching; Program Effectiveness; *Teaching Methods

EJ315414 EC172106
The Peer Tutoring Spelling Game: A Classroom Procedure for Increasing Opportunity to Respond and Spelling Performance.
Delquadri, Joseph C.; And Others
Education and Treatment of Children, v6 n3 p225-39 Sum 1983
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUL85
A peer tutoring spelling game using social and token reinforcement, team competition, distributed practice, and error correction resulted in dramatically improved spelling performances by six learning disabled third graders. Eighteen average peers also benefited, although not to the same extent. (CL)
Descriptors: *Games; *Learning Disabilities; *Peer Teaching Primary Education; *Spelling Instruction

EJ360856 EC200437
Wheelchair Club.
Detwiler, Kevin
Exceptional Parent, v17 n6 p31-35 Sep 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJFEB88
Target Audience: Parents; Teachers; Practitioners
A physically disabled adolescent describes how, as a middle school student, he formed a wheelchair club to provide support and a forum for shared experiences among similarly disabled peers. Eventually, club members invited guest speakers and developed several disability awareness programs for their nondisabled classmates and teachers. (JW)
Descriptors: *Adaptive Behavior (of Disabled); Assistive Devices (for Disabled); Coping; Intermediate Grades; *Peer

Relationship; Peer Teaching; Personal Narratives; *Physical Disabilities; Secondary Education; Social Adjustment; *Wheelchairs; *Youth Clubs

EJ259563 EC141208
Nonhandicapped Adolescents Teaching Playground Skills to Their Mentally Retarded Peers: Toward a Less Restrictive Middle School Environment.
Donder, Daniel; Nietupski, John
Education and Training of the Mentally Retarded, v16 n4 p270-76 Dec 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUL82
Nonhandicapped students served as playground tutors for students in a class for the moderately retarded at a regular middle school. Results indicated substantial improvement in the percentage of appropriate playground behavior and in the percentage of contact between the retarded and nonhandicapped students. (Author)
Descriptors: Adolescents; Junior High Schools; *Moderate Mental Retardation; *Peer Teaching; *Playground Activities; *Psychomotor Skills; Recreational Activities; Skill Development

EJ271264 EC150476
Teaching Recreational Skills to Handicapped Youths with Video Modeling and Peer Tutoring.
Durham, Robert L.; And Others
Journal of Special Education Technology, v4 n4 p13-21 Fall 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR83
A videotape modeling and peer counseling program was utilized to teach recreational skills to 89 handicapped children (3 to 15 years old) and employment skills to 18 adolescent handicapped youths (15 to 19 years old) who served as trainers. (Author/SW)
Descriptors: Adolescents; *Cross Age Teaching; *Disabilities; Early Childhood Education; Elementary Secondary Education; Job Skills; *Modeling (Psychology); *Peer Teaching; Recreational Activities; *Videotape Recordings

EJ205851 AA529920
In Step with 94-142, Two by Two.
Dykman, Ruth Anne
Music Educators Journal, v65 n5 p58-63 Jan 1979
Available from: Reprint: UMI
Language: ENGLISH

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DIALOG File 1: ERIC - 66-89/NOV.

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJDEC79
As part of Lapham Elementary School's mainstreaming project MAZE, student volunteers serve as aides in the music classes of their handicapped schoolmates. (SJL)
Descriptors: *Cross Age Teaching; Elementary Education; Handicapped Students; *Mainstreaming; *Music Education; Peer Relationship; *Peer Teaching; *Physical Disabilities; Program Descriptions; Severe Disabilities; *Student Volunteers
Identifiers: Lapham School WI; *Madisons Alternative for Zero Exclusion; MAZE Program

ED295400 EC202839
The Use of Explicitly Trained Peers To Facilitate the Social Behavior of Autistic Children. Final Report.
Egel, Andrew L.; Shafer, Michael S.
Maryland Univ., College Park.
Oct 1983
67p.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Grant No.: G008201138
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Maryland
Journal Announcement: RIENOV88
The paper reviews the literature on the training of social behavior in autistic children and reports on a project which developed and evaluated a program which explicitly trained mildly handicapped peers to facilitate the social behavior of autistic children. The extensive literature review looks at the etiology of social deficits in autistic children and treatment of social deficits, specifically peer mediated intervention. In the study, three non-autistic but mildly handicapped subjects (ages 5.7 to 8.7 years) with good social skills were given explicit training in sharing with and praising one of three autistic subjects (ages 5.5 to 6.5 years) using modeling, practice with feedback, and training probe techniques. Results indicated that modeling plus direct prompting of interactions between a peer-trainer and an autistic student was an effective strategy; that this training increased both the frequency and duration of interactions; that these increases generalized to a play group with untrained peers present; and that for two of the autistic students, peer-training resulted in increased interactions with untrained peers. Seven pages of references are provided. (DR)
Descriptors: *Autism; Interaction Process Analysis; *Interpersonal Competence; Intervention; *Mild Disabilities; *Peer Relationship; *Peer Teaching; Primary Education; Training Methods

EJ359474 EC200352
The Present and Future of Peer Tutoring: Some Implications for Special Educators.
Ehly, Stewart
Techniques, v3 n3 p205-13 Jul 1987
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052); REVIEW LITERATURE (070)
Journal Announcement: CIJJAN88
Target Audience: Teachers; Practitioners
The article reviews studies which demonstrate the positive impact of peer tutoring on cognitive and affective skills of special children, considers implications for classroom programming, and discusses the use of tutoring as a learning activity for all students regardless of abilities. (Author/DB)
Descriptors: Cognitive Development; *Disabilities; Elementary Secondary Education; Emotional Development; Learning Activities; *Peer Relationship; *Peer Teaching; Teaching Methods; *Tutoring

EJ370444 EC202636
Three Types of Peer Tutoring: Effects on the Attitudes of Students with Learning Disabilities and Their Regular Class Peers.
Eiserman, William D.
Journal of Learning Disabilities, v21 n4 p249-52 Apr 1988
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP88
Target Audience: Practitioners; Researchers
The effects of three types of tutoring treatments on the attitudes of learning-disabled and control students (n=124) in grades K-6 were compared. The tutoring programs, involving sign language and reading, produced beneficial effects on attitudes about peers, school, and learning, whereas control students did not experience comparable gains. (Author/JDD)
Descriptors: Classroom Techniques; Comparative Analysis; Elementary Education; Individual Instruction; Intervention; *Learning Disabilities; Outcomes of Education; *Peer Acceptance; *Peer Teaching; Reading Instruction; Sign Language ; *Social Attitudes; *Student Attitudes; Tutorial Programs; *Tutoring

EJ364823 EC201144
Handicapped Students as Tutors: A Description and Integration of Three Years of Research Findings.
Eiserman, William D.; And Others
B. C. Journal of Special Education, v11 n3 p215-31 1987
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); REVIEW LITERATURE (070)
Journal Announcement: CIJMAY88
Target Audience: Practitioners; Researchers
(cont. next page)

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DIALOG File 1: ERIC - 66-89/NOV.

Results from 13 studies on tutorial programs for social acceptance and academic achievement showed significant gains when involving educable mentally retarded, learning disabled, and behaviorally disordered elementary students as tutors. The studies involved cross-age and peer tutoring roles in both resource tutoring and total class tutoring conditions. (Author/JDD)
Descriptors: Academic Achievement; *Behavior Disorders; *Cross Age Teaching; Elementary Education; Interpersonal Competence; *Learning Disabilities; *Mild Mental Retardation; *Peer Teaching; *Tutorial Programs
Identifiers: *Handicapped Students as Tutors

EJ388884 EC212608
Students Questioning Students (SQS): A Technique to Invite Students' Involvement.
Engel, Judith S.
Gifted Education International, v5 n3 p179-85 1988
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJSEP89
Gifted/talented secondary-school students used the Students Questioning Students method in their mathematics classes. The method stimulated higher-order thinking, made students more attentive listeners, and improved their public speaking self-confidence. The paper offers suggestions for implementing the method and includes three pages of letters from students praising the method. (Author/JDD)
Descriptors: Cognitive Processes; *Gifted; Learning Processes; Listening Skills; *Mathematics Instruction; *Peer Teaching; *Questioning Techniques; Secondary Education; Speech Skills; Student Participation; *Talent; *Teaching Methods
Identifiers: *Thinking Skills

EJ112536 EC070769
Trainable Students Are Tutors
Engel, Rose C.
Pointer, 19, 2, 131 W 1974
Language: ENGLISH
Journal Announcement: CIJE1975
Several upper elementary trainable retarded students effectively tutored more severely handicapped children in gross and fine motor activities. (CL)
Descriptors: Exceptional Child Education; Mental Retardation ; Multiple Disabilities; Peer Teaching; *Trainable Mentally Handicapped; *Tutoring

EJ190591 EC111039
The Effects of Intraclass Peer Tutoring on the Vocabulary Development of Learning Disabled Children.
Epstein, Lee
Journal of Learning Disabilities, v11 n8 p518-21 Oct 1978
Language: ENGLISH

Journal Announcement: CIJMAR79
The effects of intraclass peer tutoring on vocabulary development were studied in primary level learning disabled students. (DLS)
Descriptors: Exceptional Child Research; *Learning Disabilities; *Peer Teaching; Primary Education; Reading Skills; *Tutoring; *Vocabulary Development

EJ304212 EC170125
Developing Positive Changes in Attitudes Towards Moderately/Severely Handicapped Students Through a Peer Tutoring Program.
Fenrick, Nancy J.; Petersen, Todd K.
Education and Training of the Mentally Retarded, v19 n2 p83-90 Apr 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC84
After being peer tutors for weeks, attitudes of sixth graders toward disabled students became more positive and not substantially different from attitudes towards their own classmates. Attitudes of sixth graders not involved in the tutoring program did not change. Similar positive changes were obtained using a social distance measure. (Author/CL)
Descriptors: Attitude Change; Intermediate Grades; *Moderate Mental Retardation; *Peer Teaching; *Severe Mental Retardation ; *Student Attitudes

EJ238832 EC131653
Junior High School Students as Teachers of the Severely Retarded: Training and Generalization.
Fenrick, Nancy J.; McDonnell, John J.
Education and Training of the Mentally Retarded, v15 n3 p187-94 Oct 1980
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAY81
Appropriate teaching behaviors increased on the target program and generalized to teaching other programs. The volunteers' teaching behaviors increased from 58.8% appropriate response during baseline to 97.5% during intervention. These results support the efficacy of using school age tutors when the teacher of the severely handicapped assumes the role of a classroom manager. (Author)
Descriptors: Exceptional Child Research; Junior High School Students; *Peer Teaching; Program Effectiveness; *Severe Mental Retardation

DIALOG File 1: ERIC - 66-89/NOV.

EJ245842 EC132798
Toward More Success in Mainstreaming: A Peer Teacher Approach to Physical Education.
Folio, M. Rhonda; Norman, Anne
Teaching Exceptional Children, v13 n3 p110-14 Spr 1981
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJSEP81
Project PERMIT (Physical Education Resources for Mainstreaming and Inservice Training) uses peer teaching to increase the amount of individual attention of handicapped children in an elementary regular physical education class. (DB)
Descriptors: *Disabilities; Elementary Education; *Mainstreaming; *Peer Teaching; *Physical Education; Program Descriptions; Teaching Methods
Identifiers: Project PERMIT

EJ319903 EC172875
An Assessment of Cross-Age Tutoring.
Gredler, Gilbert R.
Techniques, v1 n3 p226-32 Jan 1985
Journal Availability: see EC 172 870.
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJOCT85
Research on the effectiveness of cross-age tutoring is presented and specific applications with disadvantaged and learning disabled students noted. Reasons for success are cited, including greater personalization and strengthened ego strength and self-esteem of both tutors and tutees. (Author/CL)
Descriptors: Cross Age Teaching; *Disabilities; Disadvantaged Youth; Program Effectiveness; Self Esteem

ED302013 EC211810
Instructional Strategies for Special Education Students in Regular Vocational Classes: A Preservice Handbook.
Greene, Gary; And Others
1988
96p.
Sponsoring Agency: California State Dept. of Education, Sacramento. Education Transition Center.
Grant No.: ETC-a.3.2
Available from: Resources in Special Education (RISE), 650 University Ave., Room 201, Sacramento, CA 95825 ($17.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; California
Journal Announcement: RIEMAY89
Target Audience: Teachers; Practitioners
This handbook contains eight generic instructional

strategies for use in vocational education contexts. The strategies include: clinical teaching, collaborative approach, cooperative learning groups, direct instruction, environmental/curriculum modification, individualized instruction, task analysis, and peer or adult tutoring. For each strategy, information is provided about the structure of the strategy and its stated purpose, examples of its use in vocational settings, summary of related research, implementation considerations, and sources of additional information. The last section of the handbook, titled "State and National Resources," identifies agencies and organizations in California and across the nation which can provide assistance in implementing these instructional strategies. (JDD)

Descriptors: Agency Cooperation; Classroom Environment; Cooperative Learning; Coordination; Cross Age Teaching; Curriculum Development; Diagnostic Teaching; *Disabilities; *Educational Strategies; Elementary Secondary Education; Individualized Instruction; *Instructional Design; *Mainstreaming; National Organizations; Organizations (Groups); Peer Teaching; Task Analysis; Tutoring; *Vocational Education

Identifiers: California; Direct Instruction

EJ354035 EC192568

The Effects of an Intensive Tutor Training Component in a Peer Tutoring Program.

Greenfield, Susan D.; McNeil, Mary E.

Pointer, v31 n2 p31-36 Win 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)

Journal Announcement: CIJSEP87

An intensive 10-day peer tutor training component is described as a key element in the success of a peer tutoring program in mathematics for 21 low-achieving second graders. Results suggest the program's effectiveness in increasing the speed and accuracy of responses on written speed tests of addition facts. (Author/JW)

Descriptors: *Addition; *Elementary School Mathematics; *Learning Problems; Low Achievement; Mathematics Achievement; Mathematics Instruction; *Peer Teaching; Primary Education; Teaching Methods; Test Wiseness; *Tutoring

Identifiers: *Tutor Training

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EJ356820 EC200035

Field Replication of Classwide Peer Tutoring.

Greenwood, Charles R.; And Others

Journal of Applied Behavior Analysis, v20 n2 p151-60 Sum 1987

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

(cont. next page)

DIALOG File 1: ERIC - 66-89/NOV.

Journal Announcement: CIJNOV87
A study of 211 students during their first- and second-grade school years showed that peer tutoring and teacher instructional procedures were both effective in increasing spelling performance above pretest levels. Peer tutoring produced statistically greater gains relative to the teachers' procedures for both low- and high-achieving groups. (Author/JW)
Descriptors: Academic Achievement; *Instructional Effectiveness; *Peer Teaching; *Primary Education; *Spelling Instruction; Teaching Methods; *Tutoring

EJ313865 EC171874
Teacher- versus Peer-Mediated Instruction: An Ecobehavioral Analysis of Achievement Outcomes.
Greenwood, Charles R.; And Others
Journal of Applied Behavior Analysis, v17 n4 p521-38 Win 1984
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN85
Three studies involving 128 elementary students indicated that classwide peer tutoring, compared to teacher-mediated procedures, produced more student academic responding and higher weekly scores on spelling, arithmetic, and vocabulary tests. Findings were replicated with manipulations of content taught/tested. (CL)
Descriptors: *Academic Achievement; Achievement Tests; *Elementary Education; *Peer Teaching; *Program Effectiveness *Tutoring

EJ264304 EC142523
Collateral Gains and Short-Term Maintenance in Reading and On-Task Responses by Inner-City Adolescents as a Function of Their Use of Social Reinforcement while Tutoring.
Greer, R. Douglas; Polirstok, Susan Rovet
Journal of Applied Behavior Analysis, v15 n1 p123-39 Spr 1982
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJOCT82
Two experiments are reported concerning the effects of the differential use of verbal approval by problematic adolescents serving as tutors in a remedial reading program for an inner-city school. Data are discussed as evidence that tutors had acquired the ability to recruit reinforcement from the classroom for appropriate behavior. (Author)
Descriptors: *Delinquency; Junior High Schools; Peer Teaching; *Reading Difficulties; Remedial Reading; *Social Reinforcement; Time on Task; Tutorial Programs

EJ151463 EC090639
The Experimental Use of Cross-Age Relationships in Public School Speech Remediation
Groher, Michael
Language, Speech, and Hearing Services in Schools, 7, 4, 250-8 Oct 1976
Language: ENGLISH
Journal Announcement: CIJE1977
Descriptors: *Articulation (Speech); *Cross Age Teaching; Elementary Secondary Education; Speech Handicaps; *Speech Therapy; Teaching Methods

EJ138111 EC081768
The Value of Integrating Handicapped and Nonhandicapped Preschool Children
Guralnick, Michael J.
American Journal of Orthopsychiatry, 46, 2, 236-45 Apr 1976
Language: ENGLISH
Journal Announcement: CIJE1976
Presented are a conceptual and empirical framework and two research reports on the promotion of language and social skills of handicapped preschool children through involvement with nonhandicapped peers. (DB)
Descriptors: Change Agents; Exceptional Child Research; *Language Acquisition; Mainstreaming; *Mental Retardation; Peer Relationship; *Peer Teaching; Play; Preschool Education; *Social Development

EJ370345 EC202346
Students as Teachers.
Haertig, Martha F.
Gifted Child Today (GCT), v11 n2 p33-35 Mar-Apr 1988
Available from: UMI
Language: English
Document Type: TEACHING GUIDE (052); JOURNAL ARTICLE (080)
Journal Announcement: CIJSEP88
In teaching others about their enrichment research projects, gifted students develop instructional skills useful in many contexts. The model MAT (Making All-of-us Teachers) Program uses a five-part process: (1) thinking about teaching; (2) choosing a lesson topic; (3) planning the lesson; (4) delivering the lesson; and (5) review and evaluation. (VW)
Descriptors: *Gifted; *Instructional Effectiveness; *Peer Teaching; Secondary Education; *Student Development; Student Participation; *Student Research; Teaching Models; *Teaching Skills
Identifiers: *Making All of Us Teachers

EJ247142 EC133213
Peers as Tutors in the Mainstream: Trained "Teachers" of Handicapped Adolescents.
Haisley, Fay B.; And Others
(cont. next page)

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DIALOG File 1: ERIC - 66-89/NOV.

Journal of Learning Disabilities, v14 n4 p224-26 Apr 1981
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Journal Announcement: CIJOCT81
Five components were identified as crucial to the success of the mainstreamed peer tutoring program (selection, training, matching, supervision, and communication with/support for the regular classroom teacher). Data provided support for the conclusion that the on task behavior of tutees improved significantly as a result of the program. (SB)
Descriptors: Academic Achievement; Adolescents; Junior High Schools; *Learning Disabilities; Mainstreaming; *Mild Disabilities; *Peer Teaching; Program Effectiveness; *Tutoring

EJ367503 EC202120
Adolescent Peer Tutoring and Special Friend Experiences.
Haring, Thomas G.; And Others
Journal of the Association for Persons with Severe Handicaps (JASH), v12 n4 p280-86 Win 1987
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUL88
Fifteen high school peer tutors and 15 normal "special friends" interacted daily for a semester with nine severely disabled students. Comparison of the two groups on attitudes and social behavior indicated that, in general, serving as a peer tutor was equivalent to serving as a special friend. (Author/DB)
Descriptors: *Attitude Change; *Friendship; High Schools; *Interpersonal Relationship; *Peer Teaching; *Severe Disabilities; *Tutoring

EJ112537 EC070770
Peer Teaching
Harrington, John
Pointer, 19, 2, 131 W 1974
Language: ENGLISH
Journal Announcement: CIJE1975
Trainable mentally retarded children can learn effectively and increase their independence in peer teaching situations. (CL)
Descriptors: Exceptional Child Education; Mental Retardation; *Peer Relationship; Peer Teaching; *Teaching Methods; *Trainable Mentally Handicapped; *Tutoring

EJ354080 EC192613
Using Three Students to Enhance Learning in Peer Tutoring Groups.
Harris, Joellen
Techniques, v3 n2 p125-27 Apr 1987
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJSEP87
The group dynamics of a peer tutoring program using three (instead of the traditional two) students helps learning-impaired students in both academic achievement and social development. Two students are learners, while the third serves as teacher. (CB)
Descriptors: Group Dynamics; *Interpersonal Competence; *Learning Problems; *Models; *Peer Teaching; Remedial Instruction; *Social Development; *Tutorial Programs; Tutoring
Identifiers: *Triads

EJ289778 EC160263
Ten Reasons Why Peer Tutoring Won't Work.
Harris, Joey; Aldridge, Jerry
Academic Therapy, v19 n1 p43-46 Sep 1983
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Journal Announcement: CIJMAR84
Ten frequently cited reasons for ineffectiveness of peer tutoring with mainstreamed handicapped children are listed and alternatives to each are offered. Examples include incorporating social as well as academic goals to alleviate excessive noise and behavior problems. (CL)
Descriptors: *Disabilities; Elementary Secondary Education; Models; *Peer Teaching; *Tutoring

EJ276505 EC151520
3 for Me Is Better Than 2 for You.
Harris, Joey; Aldridge, Jerry
Academic Therapy, v18 n3 p361-64 Jan 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Journal Announcement: CIJJUN83
Spinoffs of the traditional peer tutoring approach have been successful in individualizing classroom instruction of learning disabled (LD) elementary students. In the peer trio technique, groups of three LD or slow learning students work together on tasks and on making their own games. The approach teaches cooperation and increases motivation. (CL)
Descriptors: Cooperation; *Games; *Group Activities; *Learning Disabilities; *Peer Teaching

EJ234276 EC130293
Helping Teachers Use Peer Tutoring: A Consultation Model.
Hawkes, Kristin M.; Paolucci-Whitcomb, Phyllis
Pointer, v24 n3 p47-55 Spr 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); TEACHING GUIDE (052)

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DIALOG File 1: ERIC - 66-89/NOV.

Journal Announcement: CIJMAR81
(SBH)
Descriptors: *Consultation Programs; Elementary Education; Models; *Peer Teaching; *Reading Difficulties; *Word Recognition

EJ362340 EC201046
Teaching First Grade Peer Tutors to Use Verbal Praise on an Intermittent Schedule.
Heward, William L.; And Others
Education and Treatment of Children, v9 n1 p5-15 Feb 1986
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJMAR88
Within the context of an ongoing classwide peer tutoring system for sight words, a training program was conducted to teach first-grade peer tutors to provide verbal praise for correct responses on an intermittent schedule. After training, the four observed tutors successfully delivered praise on the desired schedule. (Author/JDD)
Descriptors: Beginning Reading; Grade 1; *Peer Teaching; *Positive Reinforcement; *Primary Education; Program Effectiveness; *Reading Instruction; Sight Method; *Sight Vocabulary; Tutorial Programs; *Tutoring
Identifiers: *Intermittent Reinforcement

EJ194114 EC112232
Monitoring Peer Tutor Behavior
Howell, K. W.; Kaplan, J. S.
Exceptional Children, v45 n2 p135-37 Oct 1978
Language: ENGLISH
Journal Announcement: CIJMAY79
Described is a study to evaluate the effectiveness of peer tutoring and evaluate effectiveness of tutor-tutee interaction involving 15 third, fourth, and fifth graders, all at least one year below grade level in oral reading, and who are divided into tutors, tutees, and controls. (DB)
Descriptors: Elementary Education; *Evaluation Methods; Exceptional Child Research; Interaction; Observation; *Peer Teaching; *Reading Difficulty; *Reading Instruction; *Tutoring ; Tutors

EJ230421 EC124700
How Peer Tutors Can Help.
Hurford, Alan
Special Education: Forward Trends, v7 n1 p33-35 Mar 1980
Available from: Reprint: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Journal Announcement: CIJJAN81
A program of peer tutoring for language and speech handicapped primary English school children is described.

Results showed that the program has promise as most children demonstrated improvement in conversational skills. (PHR)
Descriptors: *Language Handicaps; *Peer Teaching; Primary Education; Program Descriptions; *Skill Development; *Speech Handicaps; Teaching Methods; *Tutoring

EJ234342 EC130372
Symbiosis as an Aspect of Learning Therapy.
Jasnow, Eleanor; Frank, Flora
Academic Therapy, v16 n1 p11-18 Sep 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR81
The relationship between a hearing impaired boy with above average academic achievement and a learning disabled boy is discussed. Results showed that both children gained from the experience not only academically, but also in social development. (PHR)
Descriptors: Case Studies; *Hearing Impairments; Learning Activities; *Learning Disabilities; *Learning Experience; *Males; *Peer Relationship; *Peer Teaching

EJ316958 EC172400
Peer Tutoring in Elementary and Secondary Programs.
Jenkins, Joseph; Jenkins, Linda
Focus on Exceptional Children, v17 n6 p1-12 Feb 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJAUG85
Target Audience: Practitioners
Research support for peer tutoring with handicapped students is cited, critical components of successful programs described (including mastery learning, tutor training, and staff and administrative support), and considerations in implementation for elementary and secondary settings addressed. (CL)
Descriptors: *Disabilities; Elementary Secondary Education; *Peer Teaching; Program Implementation; Tutoring

EJ390556 EC212706
Cooperative Learning: What Special Education Teachers Need to Know.
Johnson, David W.; Johnson, Roger T.
Pointer, v33 n2 p5-10 Win 1989
Theme Issue: Cooperative Learning.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJOCT89
(cont. next page)

DIALOG File 1: ERIC - 66-89/NOV.

This paper discusses the meaning of cooperative learning, essential elements required to ensure that cooperative groups are productive, teacher's role in structuring cooperative learning groups, impact of cooperation on learning outcomes, ways cooperative groups may be used, and methods for integrating special education students into cooperative groups with nonhandicapped peers. (JDD)

Descriptors: Classroom Techniques; *Cooperative Learning; *Disabilities; Elementary Secondary Education; *Grouping (Instructional Purposes); Mainstreaming; Peer Teaching; *Teacher Role; *Teaching Methods

EJ345399 EC191054

Peer-Tutoring as a Reinforcer for Appropriate Tutee Behavior.

Johnson, Lawrence J.; Idol-Maestas, Lorna

Journal of Special Education Technology, v7 n4 p14-21 Spr 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJAPR87

Four third-grade male students with behavior problems were given tutoring sessions by sixth-grade tutors either contingent on or not contingent on classroom on task behavior. Contingent tutoring always produced improved on-task behavior, while noncontingent tutoring did not, suggesting that tutoring was an effective reinforcer. (Author/DB)

Descriptors: *Behavior Problems; *Contingency Management; *Cross Age Teaching; Elementary Education; Males; Peer Teaching; *Positive Reinforcement; *Time on Task; *Tutoring

EJ223982 EC124021

A Peer-Tutored, Instructional Management Program in Computational Mathematics for Incarcerated, Learning Disabled Juvenile Delinquents.

Kane, Bruce J.; Alley, Gordon R.

Journal of Learning Disabilities, v13 n3 p148-51 Mar 1980

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJOCT80

The feasibility of an instructional management program for learning disabled (LD), incarcerated youths was examined in a comparison of peer tutors and LD teachers in a computational mathematics program for 38 LD delinquents (12 to 17 years old). Pre- and posttest results indicated no significant difference between the tutors' and teachers' groups. (CL)

Descriptors: *Delinquency; Exceptional Child Research; *Learning Disabilities; *Mathematics; *Peer Teaching; Program Effectiveness; Secondary Education; *Tutoring

EJ275704 CE512900
Recipe for Success.
Kimeldorf, Martin; Strawn, Laura
Journal for Vocational Special Needs Education, v5 n2 p19-21 Win 1983
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJUN83
Describes a special curriculum devised to teach cooking to a physically disabled high school student, a program which also served as physical therapy. Key ingredients included individualization, kitchen accessibility, and peer tutoring. (SK)
Descriptors: *Cooking Instruction; Curriculum Design; High Schools; Individualized Instruction; *Peer Teaching; *Physical Disabilities; *Physical Therapy

EJ343940 EC190870
"Digging" for Understanding and Significance: A High School Enrichment Model.
Kingsley, Ronald F.
Roeper Review, v9 n1 p37-38 Sep 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAR87
Target Audience: Practitioners
Project DIG (Discovering Industries in the Ground) was a pilot program in Portage County, Ohio, involving gifted/talented high school students who gathered information from guest speakers, participated in field trips and an onsite archaeological excavation, wrote research papers, and shared experiences with gifted elementary students and the community. (DB)
Descriptors: *Archaeology; Community Resources; Cross Age Teaching; Demonstration Programs; *Enrichment Activities; *Gifted; High Schools; *Independent Study; *Student Research; Talent
Identifiers: Portage County (Ohio); Project DIG

EJ358065 EC200070
Procedures to Increase the Instructional Efficiency of Secondary Resource Teachers.
Kline, Frank M.
Pointer, v31 n3 p25-31 Spr 1987
For related information see EC 20 0066-76.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJDEC87

(cont. next page)

DIALOG File 1: ERIC - 66-89/NOV.

Target Audience: Practitioners
The article describes three components of classroom efficiency to aid secondary resource teachers serving handicapped adolescents: (1) use of group instructional procedures; (2) use of noncertified paraprofessionals, volunteers, and peer tutors; and (3) a procedure for managing the multiple expectations placed on resource teachers. (DB)
Descriptors: *Classroom Techniques; *Disabilities; *Grouping (Instructional Purposes); Peer Teaching; *Resource Teachers; Secondary Education; *Teacher Aides; Time Management; Volunteers

EJ301429 EC162508
A Comparison of the Effects of Teacher and Peer Supervision on Work Performance and On-Task Behavior.
Knapczyk, Dennis R.; And Others
Journal of the Association for People with Severe Handicaps (JASH), v8 n4 p41-48 Win 1983
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJOCT84
The study evaluated the effectiveness of teacher and peer supervision in increasing levels of on-task behavior and work performance of six severely retarded individuals. Results indicated that close supervision by either a teacher or peer was superior to the baseline condition, with peer supervision producing higher levels of on-task behavior. (Author/CL)
Descriptors: Adolescents; Job Skills; *Peer Teaching; *Prevocational Education; *Severe Mental Retardation; *Supervision; *Teacher Role; *Time on Task; Work Environment

EJ318409 EC172615
Fourth Graders as Trainers of Cafeteria Skills to Severely Handicapped Students.
Kohl, Frances L.; Stettner-Eaton, Barbara A.
Education and Training of the Mentally Retarded, v20 n1 p60-68 Mar 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP85
Fourth graders (N=4) were trained to attend appropriately to three severely handicapped learners, two of whom maintained their high level of independent performance of cafeteria skills while another continued to increase performance. (CL)
Descriptors: Adaptive Behavior (of Disabled); *Daily Living Skills; Elementary Education; *Peer Teaching; *Severe Disabilities; Skill Development

EJ301428 EC162507
The Results of Teaching Fifth and Sixth Graders to Be Instructional Trainers with Students Who Are Severely Handicapped.

Kohl, Frances L.; And Others
Journal of the Association for People with Severe Handicaps (JASH), v8 n4 p32-40 Win 1983
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJOCT84
Seven fifth and sixth graders were successfully taught to become insructional trainers with severely handicapped students (5-10 years old). The nonhandicapped students participated in a systematic program featuring formal information sessions, in-vivo instruction, and feedback. (Author/CL)
Descriptors: Intermediate Grades; *Peer Teaching; *Severe Disabilities; *Tutoring

EJ326799 EC181110
Establishing Cooperative Peer Relations in the Classroom.
Kohler, Frank W.; And Others
Pointer, v29 n4 p12-16 Sum 1985
Theme Issue: Promoting Cooperation and Peer Helpfulness.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJMAR86
Target Audience: Practitioners
A classwide peer tutoring procedure stresses team competition and within-team cooperation and promotes social behavior in elementary children. Examples of the structural tutoring approach are given. (CL)
Descriptors: Cooperation; *Elementary Education; Interpersonal Competence; *Peer Teaching; *Social Behavior

EJ238729 EC131550
Promoting Prosocial Behavior through Student-Tutoring: An Exploratory Study.
Kosonen, Peter
B. C. Journal of Special Education, v4 n3 p291-302 Fall 1980
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAY81
The theory is a plausible explanation of a phenomenon: students in the presence of a student tutoring program seem to manifest prosocial attitudes and behavior. (Author)
Descriptors: *Behavior Change; *Disabilities; Exceptional Child Research; *Peer Teaching; *Prosocial Behavior; Student Attitudes; *Tutoring

DIALOG File 1: ERIC - 66-89/NOV.

EJ350849 EC191968
The Use of Delay to Teach Sight Words by Peer Tutors Classified as Moderately Mentally Retarded.
Koury, Michael; Browder, Diane M.
Education and Training of the Mentally Retarded, v21 n4 p252-58 Dec 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUL87
Five moderately mentally retarded peer tutors (ages 9-11) were taught sight words using a time delay procedure, and then were taught to use this procedure to teach the words to six younger, moderately mentally retarded children (ages 6-9). Younger children learned all five sight words in one to four sessions. (Author/JW)
Descriptors: *Cross Age Teaching; Elementary Education; *Instructional Effectiveness; *Moderate Mental Retardation; *Peer Teaching; Reading Instruction; *Sight Method; Sight Vocabulary; *Tutoring
Identifiers: *Time Delay Techniques

EJ245830 EC132776
Peer Tutoring: Procedures, Promises, and Unresolved Issues.
Krouse, James; And Others
Exceptional Education Quarterly: Peer Relations of Exceptional Children and Youth, v1 n4 p107-15 Feb 1981
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJSEP81
Among procedural considerations in planning a peer tutoring program are tutor and tutee selection (examining age, sex, socioeconimic, cultural, and racial factors); tutor training; and program monitoring. Ethical considerations include stigmatization of the tutee. Future research issues should focus on long term effects and optimal tutor-tutee match. (CL)
Descriptors: *Disabilities; Elementary Secondary Education; Ethics; *Peer Teaching; Program Development; Research Needs; *Tutoring

EJ361080 EC200966
Cognitive Processing Strategies, Self-Esteem, and Reading Comprehension of Learning Disabled Students.
Labercane, George; Battle, James
B. C. Journal of Special Education, v11 n2 p167-85 1987
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJFEB88
Seven learning disabled elementary students received metacognitive training in the strategic use of language information (summarizing, questioning, clarifying, predicting) using a reciprocal teaching procedure. Although results of reading achievement posttests were insignificant, subjects experienced greater gains in self-esteem than a control group

which had not been exposed to training. (JW)
Descriptors: Cognitive Processes; Elementary Education; Language Processing; *Learning Disabilities; *Learning Strategies; *Metacognition; Peer Teaching; *Reading Comprehension; *Self Esteem

EJ167967 EC100192
The Murdock Plan
Lamb, Annadell C.
Pointer, 21, 1, 67-72 F 1976
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Journal Announcement: CIJE1978
A program in which regular class elementary students tutor their handicapped peers has proven beneficial to both tutors and tutees. (CL)
Descriptors: *Handicapped Children; *Peer Teaching; *Tutoring; Elementary Education

EJ144718 EA507509
Tutoring the Handicapped
Lamb, Annadell Craig
National Elementary Principal, 56, 1, 43-46 Sep/Oct 1976
Language: ENGLISH
Journal Announcement: CIJE1977
Describes a successful program in which handicapped students of all kinds are included in a regular school. A prominent part of the program is the peer tutoring given the handicapped students. (IRT)
Descriptors: Elementary Education; *Handicapped Students; *Mainstreaming; *Peer Acceptance; *Peer Teaching; *Special Education
Identifiers: *Indiana (Lafayette); *Murdock Elementary School

EJ285492 EC152880
Employment of Normal Third and Fourth Graders for Training Retarded Children to Solve Problems Dealing with Quantity.
Lancioni, Giulio E.
Education and Training of the Mentally Retarded, v17 n2 p93-102 Apr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC83
Six mildly mentally retarded children (8-13 years old) were taught to solve simple written problems involving addition, subtraction, multiplication, and division. The instructional procedure involved nonhandicapped third and fourth grade tutors teaching structured solution strategies that transferred numerals into spatial arrangements. (Author/CL)
Descriptors: Elementary Education; *Mathematics Instruction
(cont. next page)

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*Mild Mental Retardation; Peer Teaching; *Tutoring

EJ264300 EC142519
Normal Children as Tutors to Teach Social Responses to Withdrawn Mentally Retarded Schoolmates: Training, Maintenance, and Generalization.
Lancioni, Giulio E.
Journal of Applied Behavior Analysis, v15 n1 p17-40 Spr 1982
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJOCT82
Findings of the three experiments indicated that normal children can successfully teach social responses (i.e., delayed imitation, cooperative play, and verbalization of positive comments) to withdrawn mentally retarded peers (8 to 13 years old). Effects generalized across stimulus and response conditions, while the levels of responding were maintained after the intervention. (Author)
Descriptors: Elementary Secondary Education; Generalization *Interpersonal Competence; *Mental Retardation; *Peer Teaching ; Play; *Reinforcement; Training Methods; *Tutoring; *Withdrawal (Psychology)

EJ329798 EC181611
The Computer as a Catalyst for Mutual Support and Empowerment among Learning Disabled Students.
Larson, Brad L.; Roberts, Bruce B.
Journal of Learning Disabilities, v19 n1 p52-55 Jan 1986
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAY86
To investigate ways computers promote social skills and esteem, the first author met weekly with a small group of learning disabled high schoolers around the computer. The most positive results occurred when students were given a chance to share their computer skills with others through a tutoring program. (Author/CL)
Descriptors: *Computer Oriented Programs; High Schools; *Learning Disabilities; *Peer Teaching; Self Concept; *Tutoring

EJ370445 EC202637
The Effectiveness of Cross-Age Tutoring with Truant, Junior High School Students with Learning Disabilities.
Lazerson, David B.; And Others
Journal of Learning Disabilities, v21 n4 p253-55 Apr 1988
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP88
Target Audience: Practitioners; Researchers
This study determined the effects of using truant and tardy junior high school learning-disabled students as tutors for younger learning-disabled pupils. After six weeks of tutoring,

most of the 16 tutors showed a significant increase toward an internal orientation of locus of control and a decrease in truant/tardy behaviors. (Author/JDD)
Descriptors: Behavior Change; Classroom Techniques; *Cross Age Teaching; Elementary Education; Individual Instruction; Junior High Schools; *Learning Disabilities; *Locus of Control ; *Program Effectiveness; Self Concept; Student Behavior; *Truancy; Tutorial Programs; *Tutoring
Identifiers: *Tardiness

EJ223983 EC124022
"I Must Be Good if I Can Teach "--Peer Tutoring with Aggressive and Withdrawn Children.
Lazerson, David B.
Journal of Learning Disabilities, v13 n3 p152-57 Mar 1980
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJOCT80
The study involving 60 withdrawn and aggressive elementary school students tested the hypothesis that Ss would benefit from participating in daily learning sessions with peers having similar behavioral problems. After 5 weeks of peer tutoring, almost all Ss who actively participated in the program showed higher gains than control Ss in self-concepts and behavioral improvement. (Author/CL)
Descriptors: Aggression; *Behavior Change; *Behavior Problems; Elementary Education; Exceptional Child Research; *Peer Teaching; *Self Concept; Tutorial Programs; Withdrawal (Psychology)

EJ244440 PS510384
Social Status Improvement of Unpopular Handicapped and Nonhandicapped Pupils: A Review.
Leyser, Yona; Gottlieg, Jay
Elementary School Journal, v81 n4 p228-36 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJAUG81
Presents a variety of strategies that may be used to improve a handicapped learner's social interactions with nonhandicapped classmates. Sociometric grouping, cooperation v competition, students' active participation and involvement, rewarding students' social interaction, coaching, and peer tutoring are discussed. (Author/RH)
Descriptors: Cooperation; *Disabilities; *Educational Practices; Elementary Education; *Elementary School Students; Grouping (Instructional Purposes); *Peer Relationship; Peer Teaching; Positive Reinforcement; Student Participation; *Teacher Role; Tutors

DIALOG File 1: ERIC - 66-89/NOV.

EJ199160 AA529550
Cross-Age (Exceptionality) Peer Tutoring Programs: Have You Tried One?
Lindsey, Jimmy D.; Watts, Elaine H.
Clearing House, v52 n8 p366-68 Apr 1979
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); EVALUATIVE REPORT (142)
Journal Announcement: CIJAUG79
Tutoring's academic and emotional benefits for exceptional students are outlined. This is suggested as a method for secondary schools to meet the Least Restrictive Environment (LRE) and Individual Education Plan (IEP) provisions of PL 94-142. (SJL)
Descriptors: *Cross Age Teaching; *Exceptional Child Education; *Handicapped Students; Individualized Instruction; Literature Reviews; Mainstreaming; *Peer Teaching; Program Effectiveness; Secondary Education; Student Improvement; *Tutoring

EJ366041 EC201631
Redefining the Applied Research Agenda: Cooperative Learning, Prereferral, Teacher Consultation, and Peer-Mediated Interventions.
Lloyd, John Wills; And Others
Journal of Learning Disabilities, v21 n1 p43-52 Jan 1988
For related documents, see EC 201 625-630.
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Journal Announcement: CIJJUN88
Recent literature on four intervention approaches--cooperative learning, prereferral teams, consulting teachers, and peer tutoring--recommended for accommodating atypical learners in general education settings is reviewed. It is concluded that the research to date does not justify reducing special education services. (Author/DB)
Descriptors: Classroom Techniques; Consultation Programs; Cooperation; Elementary Secondary Education; *Instructional Effectiveness; *Intervention; *Mild Disabilities; Peer Teaching; Referral; *Remedial Instruction; Tutoring
Identifiers: Special Education Regular Education Relationship

EJ237706 SP510166
PEOPEL.
Long, Ed; And Others
Journal of Physical Education and Recreation, v51 n7 p28-29 Sep 1980
77 Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJAPR81

The Physical Education Opportunity Program for Exceptional Learners (PEOPEL) was initiated as a project designed to provide a physical education experience for handicapped learners. PEOPEL differs from regular physical education programs in three aspects: (1) the use of trained student aids, (2) smaller class size, and (3) individualized instruction. (JN)

Descriptors: *Adapted Physical Education; *Disabilities; *Exceptional Persons; High Schools; *Individualized Instruction; Mainstreaming; Peer Teaching; *Physical Education ; Student Volunteers

EJ223664 EC122741

Peer Tutoring: An Economical Instructional Model.

Lundell, Kerth T.; Brown, William E.

Academic Therapy, v14 n3 p287-92 Jan 1979

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJOCT80

A peer tutoring model is described and suggestions for implementing peer tutoring programs are provided. The seven steps in the development of a peer tutoring program are: establishing a need, considering curriculum, assessing, selecting learners, selecting tutors, monitoring, and coordinating. (PHR)

Descriptors: Cost Effectiveness; *Demonstration Programs; Elementary Secondary Education; *Learning Problems; *Peer Teaching; Program Development; *Teaching Methods; *Tutorial Programs

EJ377622 EC210839

Classwide Peer Tutoring with Mildly Handicapped High School Students.

Maheady, Larry; And Others

Exceptional Children, v55 n1 p52-59 Sep 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJFEB89

Fourteen mildly handicapped (learning-disabled or behavior-disordered) and 36 nondisabled students in grade 10 social studies classrooms participated in a classwide peer tutoring program. Performance on weekly tests was significantly improved; 60 percent of all students earned "A" grades, and failing grades were virtually eliminated. (Author/JDD)

Descriptors: Academic Achievement; *Behavior Disorders; Grade 10; High Schools; Individual Instruction; *Instructional Effectiveness; *Learning Disabilities; Mainstreaming; *Mild Disabilities; *Peer Teaching; Social Studies; Teaching Methods ; Tutorial Programs; *Tutoring

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EJ377013 SP517978
A Classwide Peer Tutoring System in a Secondary Resource Room Program for the Mildly Handicapped.
Maheady, Larry; And Others
Journal of Research and Development in Education, v21 n3 p76-83 Spr 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN89
This study examined the effects of a classwide peer tutoring program on the academic performance of 20 mildly handicapped students enrolled in two separate sections of a secondary resource room program. Methodology and results are discussed. (Author/JL)
Descriptors: *Academic Achievement; Behavior Disorders; Learning Disabilities; *Mild Disabilities; Mild Mental Retardation; *Peer Teaching; Program Evaluation; *Resource Room Programs; Secondary Education

EJ376333 EC210504
Peer-Mediated Instruction: A Promising Approach to Meeting the Diverse Needs of LD Adolescents.
Maheady, Larry; And Others
Learning Disability Quarterly, v11 n2 p108-13 Spr 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJJAN89
The article focuses on the role of peer-mediated instructional approaches in improving the academic and social performance of secondary learning-disabled students. Two peer-teaching programs, Classwide Peer Tutoring and Classwide Student Tutoring Teams, are described. (Author/DB)
Descriptors: *Academic Achievement; Instructional Effectiveness; Interpersonal Competence; *Learning Disabilities; *Peer Teaching; Secondary Education; *Teaching Methods; *Tutoring

EJ364872 EC201555
Classwide Student Tutoring Teams: The Effects of Peer-Mediated Instruction on the Academic Performance of Secondary Mainstreamed Students.
Maheady, Larry; And Others
Journal of Special Education, v21 n3 p107-21 Fall 1987
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJMAY88
Target Audience: Practitioners; Researchers
The study examined the effects of classwide peer tutoring (involving team assignment, a game format, contingent point rewards, and immediate error correction) on the academic performance of mildly handicapped and nondisabled students

(n=91) in ninth- and tenth-grade math classes. Group and individual results indicated significant improvement in math scores. (Author/JDD)
Descriptors: Academic Achievement; Demonstration Programs; Educational Games; Feedback; Intervention; *Mathematics Instruction; *Mild Disabilities; Outcomes of Education; *Peer Teaching; Secondary Education; *Secondary School Mathematics; Teaching Methods; *Tutorial Programs

EJ362370 EC201076
A Class-Wide Peer Tutoring Program to Improve the Spelling Test Performance of Low-Income, Third- and Fourth-Grade Students.
Maheady, Larry; Harper, Gregory F.
Education and Treatment of Children, v10 n2 p120-33 May 1987
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJMAR88
The study examined effects of a class-wide peer tutoring program on the weekly spelling test performance of 70 regular third- and fourth-graders, most of whom were also receiving compensatory and/or special education services. Results indicated that students' scores increased by an average of 12 points. (DB)
Descriptors: Academic Achievement; *Disabilities; *Disadvantaged; Elementary Education; *Instructional Effectiveness; Low Income; *Peer Teaching; *Spelling Instruction; Tutoring

EJ331418 EC181835
The Effects of Peer Tutoring upon the Social Status and Social Interaction Patterns of High and Low Status Elementary School Students.
Maheady, Larry; Sainato, Diane M.
Education and Treatment of Children, v8 n1 p51-65 Win 1985
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN86
Results of using high status peers to tutor socially unpopular peers indicated signficant increases in daily accuracy rates of tutored subjects, slight positive improvements in the sociometric standing of low status peers; immediate increase in the number of positive social contacts, and decreased frequency of negative social interactions between low status students and their peers. (Author/CL)
Descriptors: *Elementary Education; Interaction; *Peer Acceptance; Peer Relationship; Peer Teaching; *Social Status

DIALOG File 1: ERIC - 66-89/NOV.

EJ306848 EC170561
Handicapped Adolescents as Cross-Age Tutors: Program Description and Evaluation.
Maher, Charles A.
Exceptional Children, v51 n1 p56-63 Sep 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJFEB85
A multi-element cross-age tutoring program involved handicapped adolescents as tutors of elementary school handicapped children in areas of reading, language arts, and mathematics. Program evaluation results suggested that the program can be readily implemented in public school districts, and that it is effective in enhancing scholastic performance of tutors and tutees. (Author/CL)
Descriptors: *Cross Age Teaching; *Disabilities; Program Descriptions; Program Evaluation; *Tutoring

EJ341644 IR515802
Cooperative Learning for Effective Mainstreaming.
Male, Mary
Computing Teacher, v14 n1 p35-37 Aug-Sep 1986
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); POSITION PAPER (120); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJAN87
Target Audience: Teachers; Practitioners
Reviews benefits of using cooperative learning strategies and computer assisted instruction (CAI) in classrooms with mainstreamed students; describes teacher's role in implementing cooperative learning; presents examples demonstrating potential of cooperative learning and CAI in language and social skills development; and outlines steps in creating a cooperative classroom for mainstreaming. (MBR)
Descriptors: *Class Activities; *Computer Assisted Instruction; Cooperation; Educational Games; Elementary Education; Interpersonal Competence; Language Acquisition; Learning Strategies; *Mainstreaming; *Peer Teaching; Program Implementation; Teacher Responsibility; Teamwork
Identifiers: Crossword Puzzles

EJ281076 EC151788
Effects of Same-Age Peer Tutoring on the Spelling Performance of a Mainstreamed Elementary LD Student.
Mandoli, Marie; And Others
Learning Disability Quarterly, v5 n2 p185-89 Spr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP83
The effects of a peer tutoring procedure on the spelling behavior of a mainstreamed elementary school learning disabled student were investigated. Overall results indicated that the

S obtained greater accuracy on the spelling tests during the peer tutoring than baseline condition. Both the tutor and the tutored student claimed improved spelling. (Author/CL)
Descriptors: Elementary Education; *Learning Disabilities; Mainstreaming; *Peer Teaching; Program Effectiveness; *Spelling; *Tutoring

EJ131038 EC080566
Supervision and Site of Instruction as Factors in Tutorial Programs
Mayhall, William F.; And Others
Exceptional Children, 42, 3, 151-4 Nov 1975
Language: ENGLISH
Journal Announcement: CIJE1976
Two experiments were conducted with a total of 30 learning disabled third grade children to examine the effects of tutoring location and teacher supervision on the efficacy of cross-age tutoring for LD children. (Author/DB)
Descriptors: *Cross Age Teaching; Elementary Education; Exceptional Child Research; *Learning Disabilities; Mainstreaming; Resource Centers; *Resource Teachers; *Teacher Effectiveness; Teacher Supervision; *Tutoring

EJ204833 EC114789
Mainstreaming at the Secondary Level.
McCarthy, Richard; Stodden, Robert A.
Pointer, v23 n2 p24-26 Win 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJNOV79
The article describes a mainstreamed program for 19 educable mentally retarded students (ages 16 to 22 years) involving a tutoring staff of high school students. (PHR)
Descriptors: *Mainstreaming; *Mild Mental Retardation; *Peer Teaching; Program Descriptions; Secondary Education; Student Attitudes; Teacher Attitudes; Tutoring

EJ206408 EC114950
Mainstreaming Secondary Students: A Peer Tutoring Model.
McCarthy, Richard M.; Stodden, Robert A.
Teaching Exceptional Children, v11 n4 p162-63 Sum 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJDEC79
A student tutoring program in which nonhandicapped secondary students worked with their handicapped peers is described as a successful experiment in reverse mainstreaming. (CL)
Descriptors: *Handicapped Children; *Mainstreaming; *Peer Teaching; Program Descriptions; Secondary Education; *Tutorial Programs

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DIALOG File 1: ERIC - 66-89/NOV.

EJ308381 EC170690
High School Students' Attitudes and Actions toward "Slow Learners."
Miller, Carol T.; Gibbs, Elizabeth D.
American Journal of Mental Deficiency, v89 n2 p156-66 Sep 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR85
The relationship between 45 high school students' attitudes and their involvment in peer-tutoring programs for "slow learners" was examined. Results showed that students' attitudes toward tutees were unrelated to peer-tutoring behavior, whereas there was a trend for their attitudes towards their own tutees to predict whether they met with them. (Author/CL)
Descriptors: *Peer Teaching; Secondary Education; *Slow Learners; *Student Attitudes

EJ286123 SP513252
Guess Who's Coming to P. E.: Six Steps to More Effective Mainstreaming.
Mizen, Darci Weakley; Linton, Nancy
Journal of Physical Education, Recreation & Dance, v54 n8 p63-65 Oct 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Journal Announcement: CIJDEC83
Physical educators can help mainstreamed handicapped children by (1) preparing classmates to understand and accept disabled children; (2) avoiding practices that unintentionally embarrass the mainstreamed child; (3) building self-esteem through success; and (4) using mastery teaching and peer tutoring. Modifications of rules and equipment are discussed. (PP)
Descriptors: *Adapted Physical Education; *Disabilities; *Educational Strategies; Elementary Secondary Education; Individual Needs; *Mainstreaming; Mastery Learning; Peer Teaching; *Physical Education; Physical Education Teachers; *Teaching Methods

EJ367246 CS735298
Reciprocal Teaching and Reading Comprehension: A Review.
Moore, Phillip J.
Journal of Research in Reading, v11 n1 p3-14 Feb 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJJUL88
Suggests that reciprocal teaching (interaction of novices and experts in explicit, overt demonstrations of strategy use) is a successful way of increasing comprehension scores of

students. Outlines the theoretical underpinnings of reciprocal teaching and reviews research examining its effects on comprehension disabled subjects. (MM)
Descriptors: Feedback; Learning Disabilities; Peer Teaching Questioning Techniques; *Reading Comprehension; Reading Research; *Reading Strategies; Teaching Methods
Identifiers: *Reciprocal Teaching

ED295371 EC202807
Strategies for Teaching Handicapped Students in Industrial Technology.
Morley, Raymond E.; And Others
Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.; Northern Iowa Univ., Great Falls.
1987
256p.
Sponsoring Agency: Iowa State Dept. of Education, Des Moines. Bureau of Career Education.
Available from: Iowa Curriculum Assistance System, N008 Lagomarcino Hall, College of Education, Iowa State University, Ames, IA 50011.
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); TEACHING GUIDE (052)
Geographic Source: U.S.; Iowa
Journal Announcement: RIENOV88
Government: State
Target Audience: Teachers; Practitioners
This volume compiles methods known to be effective in helping industrial technology teachers work with mainstreamed handicapped students. It emphasizes an industrial technology/special education team approach, but also includes strategies that do not require this cooperation. The volume begins with a description of the special needs of several types of disabled learners, and goes on to discuss: the teacher's responsibilities in mainstreaming; guidelines for effective time management in the classroom; student placement alternatives for industrial education; assessment of students' readiness for industrial education; development of individualized education programs; management of the mainstream classroom environment; modification of the learning environment, materials, and teaching techniques; the use of microcomputers in computer-assisted instruction; peer tutoring; grading; and safety and accessibility. Examples of curriculum modules designed for special needs learners are provided on the topics of the automotive battery, production technology, and manufacturing. Samples of worksheets and timelines and references to relevant journal articles are also included, and numerous diagrams and illustrations are provided. (JDD)
Descriptors: Accessibility (for Disabled); Auto Mechanics; *Classroom Techniques; Computer Assisted Instruction; Curriculum; *Disabilities; Electric Batteries; Grading;
(cont. next page)

DIALOG File 1: ERIC - 66-89/NOV.

Individualized Education Programs; *Industrial Arts; Industrial Education; Instructional Materials; *Mainstreaming Manufacturing; Microcomputers; Peer Teaching; Production Techniques; Safety; Secondary Education; Student Placement; Teacher Responsibility; Teacher Role; *Teaching Methods; Teamwork; Technical Education; *Technology; Tutoring

EJ263180 EC142291
Peers as Partners: A Study of Relationships in the Integration of the Socially "At Risk" Child in the Regular Classroom.
Neale, Marie D.; And Others
B. C. Journal of Special Education, v5 n3 p237-58 Fall 1981
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP82
The study involving six developmentally disabled children (four and five years old) investigated the effectiveness of peer modeling. A peer or friend from the same regular classroom was selected for each child for tutoring on a sessional basis in a multipurpose center. (Author/SB)
Descriptors: *Developmental Disabilities; *Interpersonal Competence; *Mainstreaming; *Peer Relationship; *Peer Teaching ; Primary Education

EJ338459 UD512273
Special Partners: Handicapped Students and Their Peers Pair Up for Computer Tutoring.
O'Connor, Robert T.
Equity and Choice, v2 n3 p33-35 Jun 1986
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJOCT86
The Special Partners programs at Mill Swan Communications Skill Center Magnet School brings together 16 special needs students, aged 9-17, with fifth- and sixth-grade tutors. The program results in enhanced academic skills and in the development of mutual respect between the special needs children and their partners. (GC)
Descriptors: *Computer Assisted Instruction; *Disabilities; Elementary Education; Magnet Schools; *Peer Teaching; *Special Education

EJ311776 EC171206
Classroom-Based Social Skills Instruction for Severely Handicapped Preschool Children.
Odom, Samuel L.; Strain, Phillip S.
Topics in Early Childhood Special Education, v4 n3 p97-116 Fall 1984
Theme Issue: Serving Severely Impaired Preschoolers. Journal Availability: See EC 171 201.
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)

Journal Announcement: CIJMAY85
Suggestions are offered for building classroom-based social skills programs for young severely disabled children. Scheduling, ecological, and instructional factors are examined. Among conclusions drawn are that peers can be effective teachers and that toys, materials, and play activities can significantly influence the success of social skills instruction. (CL)
Descriptors: Classroom Environment; *Interpersonal Competence; Peer Teaching; Preschool Education; Scheduling; *Severe Disabilities; Teaching Methods; Young Children

EJ341289 EC190425
Special Education Students as Tutors: A Review and Analysis.
Osguthorpe, Russell T.; Scruggs, Thomas E.
Remedial and Special Education (RASE), v7 n4 p15-25 Jul-Aug 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJJAN87
The article synthesizes results of studies dealing with cross age and peer tutoring in special education, noting both tutor and tutee benefits (academic and personal/social). Implications for instruction are noted. (CL)
Descriptors: Academic Achievement; Cross Age Teaching; *Disabilities; Elementary Secondary Education; Interpersonal Competence; *Peer Teaching; Program Effectiveness; Self Esteem ; *Tutoring
Identifiers: *Handicapped Student Tutors

EJ331502 EC181919
Increasing Social Acceptance: Mentally Retarded Students Tutoring Regular Class Peers.
Osguthorpe, Russell T.; And Others
Education and Training of the Mentally Retarded, v20 n4 p235-40 Dec 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN86
The study measured social acceptance experienced by fourth through sixth-grade mentally retarded students who acted as tutors of their regular class peers. Results showed that tutors interacted with regular class peers more often than handicapped non-tutors and suggested that handicapped students would make more personal/social progress with regular tutoring assignments. (Author/CL)
Descriptors: Intermediate Grades; *Mild Mental Retardation; *Peer Acceptance; Peer Teaching; *Tutoring

DIALOG File 1: ERIC - 66-89/NOV.

EJ323866 EC180766
Trading Places: Why Disabled Students Should Tutor Non-Disabled Students.
Osguthorpe, Russell T.
Exceptional Parent, v15 n5 p41-48 Sep 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJAN86
The author describes a project in which disabled students are trained to tutor nondisabled students. The advantages of such an approach are considered. Tutoring is described in resource rooms, total class approaches, and as a "ripple" model which begins small and expands. (CL)
Descriptors: *Disabilities; Elementary Secondary Education; *Peer Teaching; Program Development; *Tutoring

EJ298250 EC161985
Handicapped Students as Tutors for Nonhandicapped Peers.
Osguthorpe, Russell T.
Academic Therapy, v19 n4 p473-83 Mar 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Journal Announcement: CIJAUG84
Programs in which handicapped students tutor their nonhandicapped peers can enhance the tutors' academic achievement and personal/social growth. Steps to be considered in developing such programs include determining the type of tutoring (peer, cross-age, adult-child, etc.), choosing a content area, training and supervising the tutors, and measuring the results. (CL)
Descriptors: Academic Achievement; *Disabilities; Elementary Secondary Education; Interpersonal Competence; Peer Relationship; *Peer Teaching; *Program Development; Social Adjustment; *Tutorial Programs

EJ367434 EC201901
Teaching and Practicing Thinking Skills to Promote Comprehension in the Context of Group Problem Solving.
Palincsar, Annemarie Sullivan; Brown, Ann L.
Remedial and Special Education (RASE), v9 n1 p53-59 Jan-Feb 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); REVIEW LITERATURE (070)
Journal Announcement: CIJJUL88
Target Audience: Teachers; Practitioners
Listening and reading comprehension are seen as problem-solving activities, which require instruction in thinking skills. An instructional technique, reciprocal teaching, is conducted as a group problem-solving activity to teach remedial and special education students to predict,

question, summarize, and clarify while reading and listening to text. (Author/JDD)
Descriptors: Elementary Secondary Education; Evaluative Thinking; Group Activities; *Listening Comprehension; *Logical Thinking; Peer Teaching; *Problem Solving; Reader Text Relationship; *Reading Comprehension; *Reading Difficulties; *Remedial Reading; Teaching Methods
Identifiers: *Reciprocal Teaching

EJ388801 EC212425
Strategies for Comprehending Text and Coping with Reading Difficulties.
Paris, Scott G.; Oka, Evelyn R.
Learning Disability Quarterly, v12 n1 p32-42 Win 1989
Special Issue: Learning Strategy Instruction.
Available from: UMI
Language: English
Document Type: EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)
Journal Announcement: CIJSEP89
When children with learning disabilities fail to learn effective reading strategies, they lose enthusiasm and develop negative self-perceptions and attitudes, jeopardizing future achievement. In response, instructional approaches emphasizing clear explanation of reading strategies and discussion of processes for constructing meaning have been developed. These approaches enable and empower students. (MSE)
Descriptors: Classroom Techniques; *Coping; Helplessness; *Learning Disabilities; *Learning Strategies; Metacognition; Peer Teaching; *Reading Comprehension; *Reading Instruction; Reading Strategies; Teaching Methods
Identifiers: *Strategy Training

EJ319328 TM510602
Students' Cognitions as Mediators of the Effectiveness of Small-Group Learning.
Peterson, Penelope L.; Swing, Susan R.
Journal of Educational Psychology, v77 n3 p299-312 Jun 1985
Research was funded by the Wisconsin Center for Education Research which is supported by National Institute of Education Grant NIE-G-81-009.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP85
Students' conceptions of student explanations as mediators of the relation of instructional stimuli to seatwork achievement was examined. Results indicated a positive relationship among cognitions about explaining, small group behavior, and seatwork achievement. Students' conceptions of a good explanation were positively related to achievement and effective explaining behavior. (Author/ DWH)
Descriptors: *Academic Achievement; Elementary Education;
(cont. next page)

DIALOG File 1: ERIC - 66-89/NOV.

Elementary School Mathematics; *Group Dynamics; *Helping Relationship; Heterogeneous Grouping; Peer Relationship; Peer Teaching; Primary Education; *Small Group Instruction; Student Behavior
Identifiers: Seatwork

ED290296 EC201759
A Review of Procedures and Issues in Preschool Peer Tutoring and Buddy Systems.
Phelps, Brady; And Others
24 Aug 1987
25p.; In: Striefel, Sebastian and Others; Grouping Handicapped and Non-Handicapped Children in Mainstream Settings. The Functional Mainstreaming for Success (FMS) Project. Final Report-Part 3; see EC 201 748.
Sponsoring Agency: Department of Education, Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
Grant No.: G008401757; G008430088
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Utah
Journal Announcement: RIEJUN88
Target Audience: Practitioners; Administrators
The paper is a product of the 3-year project, "Functional Mainstreaming for Success," designed to develop a model for instructional mainstreaming of handicapped children (3-6 years old) in community settings. The literature review focuses on research concerning preschool and early school-age peer tutoring and buddy programs. The review is organized into the following topics: what a peer tutor or buddy is, reasons to use peer tutors and buddies, how to use peer tutors and buddies, the tutor tutee relationship, selection of tutors and buddies, and the training of tutors and buddies. The use of a child's peers is seen to supplement the time a teacher can spend with any one child while also teaching social knowledge and developing friendship skills that an adult teacher can't do. (DB)
Descriptors: *Disabilities; Early Childhood Education; Instructional Effectiveness; Interpersonal Competence; *Mainstreaming; *Peer Teaching; Preschool Education; *Tutoring

EJ318326 EC172432
Involving Your Students in the Educational Process: Partnerships in the Classroom.
Pierce, Mary McNeil; Van Houten, Ron
Pointer, v29 n1 p38-45 Fall 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJSEP85
The paper illustrates practical and cost-effective ways students can share responsibility in delivering instruction,

preparing materials, assessing progress, recordkeeping, and improving motivation. (CL)
Descriptors: *Disabilities; Elementary Secondary Education; Material Development; Motivation; Peer Teaching; Recordkeeping ; *Student Role; Teachers

EJ337591 EC190020
The Effects of Reciprocal Peer Tutoring and Group Contingencies on the Academic Performance of Elementary School Children.
Pigott, H. Edmund; And Others
Journal of Applied Behavior Analysis, v19 n1 p93-98 Spr 1986
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJOCT86
Analysis of reciprocal peer tutoring combined with group reinforcement contingencies on the arithmetic performance of 12 underachieving fifth-graders indicated that the intervention increased the students' arithmetic performance to a level indistinguishable from their classmates during treatment and 12-week follow-up. Students also increased peer affiliation with other treatment group members. (Author/CL)
Descriptors: *Academic Achievement; *Arithmetic; Contingency Management; Elementary Education; Grade 5; Group Instruction; *Peer Relationship; *Peer Teaching; *Tutoring; *Underachievement

EJ362346 EC201052
A Replication of Collateral Effects and a Component Analysis of a Successful Tutoring Package for Inner-City Adolescents.
Polirstok, Susan Rovet; Greer, R. Douglas
Education and Treatment of Children, v9 n2 p101-21 May 1986
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR88
Results of analyzing variables impacting the behavior of four ninth-grade poor-achieving tutors and 20 seventh-grade tutees with reading difficulties found that giving tutor points for reinforcing tutee responses was the most important component of the tutoring package for both tutors and tutees. (Author/JDD)
Descriptors: Academic Achievement; Adolescents; *Inner City *Low Achievement; Peer Relationship; *Peer Teaching; *Reading Difficulties; Secondary Education; Student Behavior; *Tutorial Programs; Tutoring; Underachievement; Urban Education
Identifiers: *Collateral Behaviors; *Component Analysis

EJ259593 EC141262
Peer Tutoring: It Builds Skills and Self-Concept.
Price, Kathryn; Dequine, Margaret
Academic Therapy, v17 n3 p365-71 Jan 1982
Available from: Reprint: UMI

(cont. next page)

DIALOG File 1: ERIC - 66-89/NOV.

Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJUL82
The Whisman Language Tutor program, a 10-level continuum of language acquisition developed to guide the teaching of syntactical structures through commands and questions, has successfully used learning disabled students as tutors for their non-English speaking peers. (CL)
Descriptors: *Language Acquisition; *Learning Disabilities; *Peer Teaching; Self Concept; *Tutoring
Identifiers: *Limited English Speaking; Whisman Language Tutor Program

EJ342609 EC190555
Pupil Culture, Peer Tutoring and Special Educational Needs.
Quicke, J. C.
Disability, Handicap and Society, v1 n2 p147-64 1986
Journal Availability: Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire OX14 3UE, England.
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)
Journal Announcement: CIJFEB87
Most existing studies of pupil-pupil interactions in special education have been psychology-based and have not considered the significance of students' social background. An ethnographic study examined the attitudes of academic and remedial British secondary students toward handicapped or otherwise deviant students. Results raised questions about the social effects of peer tutoring programs. (Author/CB)
Descriptors: *Academic Ability; *Disabilities; Foreign Countries; *Group Dynamics; Grouping (Instructional Purposes) Peer Acceptance; *Peer Relationship; *Peer Teaching; Secondary Education; Student Attitudes; Tutoring
Identifiers: Great Britian

ED294356 EC202525
Siblings as Communication Trainers for Prelinguistic Infants with Down Syndrome.
Richard, Nancy B.
1986
175p.; Ph.D. Dissertation, University of Washington.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Grant No.: G008530228
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); DISSERTATION (041)
Geographic Source: U.S.; Washington
Journal Announcement: RIEOCT88
The study examined effects of training older siblings (ages 6-8) of six 1- to 3-year-old infants and toddlers with Down syndrome to employ social communication strategies in play sessions. Three secondary purposes included evaluating effects

of intervention upon the communication skills of the Down syndrome children, effects of intervention on interactions with mothers when playing with their Down syndrome children, and evaluation of parent perceptions of interventions with siblings. Baseline, intervention, and follow-up phases were employed. Intervention was delivered over six sessions in the context of familiar games (e.g., ball play, blowing bubbles, peek-a-boo), employing procedures which included modeling with puppets in a series of six videotaped segments, verbal instruction, role playing, and social reinforcement. Results indicated that older siblings consistently increased contingent responses to younger siblings' nonverbal turns. Increased communication of younger siblings was observed in higher frequency of spontaneous comments and more response to turns by older siblings. Younger siblings did not, however, increase initiated turns as a result of intervention with older siblings. Contingent responses by mothers measured before and after intervention did not indicate changes related to the intervention by older siblings. Parents reported they observed a moderate level of change in the interactive play of their children. (JW)

Descriptors: Childrens Games; *Cross Age Teaching; *Downs Syndrome; Infants; *Interpersonal Communication; Interpersonal Relationship; Intervention; Language Acquisition; Models; Mother Attitudes; Role Playing; *Siblings; Socialization; Social Reinforcement; Young Children

EJ289903 EC160588

The Comparative Effects of Peer Tutoring in Math by and for Secondary Special Needs Students.

Roach, Jacquelyn C.; And Others

Pointer, v27 n4 p20-24 Sum 1983

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMAR84

Results of a study comparing effects of working alone, working in pairs, and serving as peer tutors on the mathematics achievement of 44 mildly handicapped high school students revealed that peer tutoring resulted in significant mathematics gains and gains in rate of achievement. (CL)

Descriptors: Academic Achievement; High Schools; *Mathematics; *Mild Disabilities; *Peer Teaching; Tutoring

EJ142939 EC082259

Peer and College-Student Tutoring as Reinforcement in a Token Economy

Robertson, Stephen J.; And Others

Journal of Applied Behavior Analysis, 9, 2, 169-77 Sum 1976

Language: ENGLISH

Journal Announcement: CIJE1977

Eighteen second-grade children initially received feedback in the form of nonredeemable tokens for reducing their

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disruptive classroom behavior. (Author)
Descriptors: *Behavior Change; *Behavior Problems; Classroom Techniques; Emotional Disturbances; Exceptional Child Research ; *Peer Teaching; Primary Education; *Reinforcement; *Tutoring
Identifiers: *Token Economy

EJ340064 EC190199
The Relative Effectiveness of Special Education Teachers and Peer Tutors.
Romer, Lyle T.; And Others
Education of the Visually Handicapped, v17 n3 p99-115 Fall 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC86
Results indicated that the four-deaf blind and severely retarded adolescent subjects performed tasks faster under instruction from high school tutors but required more assistance to complete tasks than under special education teachers. Teachers were more efficient instructors and presented more trials to students per unit of instructional time than tutors. (Author/DB)
Descriptors: Comparative Analysis; *Deaf Blind; *Peer Teaching; *Severe Disabilities; *Severe Mental Retardation; Special Education Teachers; *Teacher Effectiveness; *Tutoring

EJ258068 EC141241
Social Integration of School Age ESN(S) Children in a Regular School.
Rose, C. D.
Special Education: Forward Trends, v8 n4 p17-22 Dec 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN82
Using nonhandicapped children (9 to 10 years old) in peer tutoring with 11 severely mentally handicapped children resulted in a significant increase in tutees' associative and cooperative play and a significant decrease in negative attention seeking and inappropriate behavior. (CL)
Descriptors: Elementary Secondary Education; *Intervention; *Peer Teaching; *Play; *Severe Mental Retardation; Tutorial Programs

EJ230152 EC123621
The Social Acceptance of Severely Mentally Handicapped Children in a Regular School and the Utilization of Peer Tutors to Improve Their Social Interactions.
Rose, C. D.
B. C. Journal of Special Education, v3 n4 p399-411 Win 1979
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN81

Children in an English junior school with an attached unit for severely handicapped children were given a paper and pencil questionnaire to determine the level of acceptance of their handicapped peers. (Author)
Descriptors: *Attitude Change; Behavior Problems; Foreign Countries; *Interpersonal Relationship; Mainstreaming; *Peer Acceptance; *Peer Teaching; *Severe Mental Retardation; Tutoring
Identifiers: England

EJ362380 EC201086
Current Considerations on the Use of One-to-One Instruction with Autistic Students: Review and Recommendations.
Rotholz, David A.
Education and Treatment of Children, v10 n3 p271-78 Aug 1987
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Journal Announcement: CIJMAR88
Target Audience: Practitioners
The article discusses advantages and disadvantages of one-to-one instruction of autistic students and alternatives including individualized instruction in a group, group instruction, and peer tutoring. (Author)
Descriptors: *Autism; Elementary Secondary Education; *Group Instruction; *Individualized Instruction; *Instructional Effectiveness; Peer Teaching; *Teaching Methods; *Tutoring

EJ360921 EC200653
Facilitating Transition Times with Handicapped Preschool Children: A Comparison between Peer-Mediated and Antecedent Prompt Procedures.
Sainato, Daine M.; And Others
Journal of Applied Behavior Analysis, v20 n3 p285-91 Fall 1987
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJFEB88
Effects of a peer-mediated versus an antecedent prompt condition on the rate of independent movement and appropriate behavior of five handicapped preschool children during three classroom transition periods were evaluated. Results indicated that the antecedent prompt condition was superior. (Author/DB)
Descriptors: *Behavior Modification; *Contingency Management; *Disabilities; *Peer Teaching; Preschool Education; *Prompting

EJ368974 EC202368
Effects of Peer-Previewing on LD Students' Oral Reading Skills.
Salend, Spencer J.; Nowak, Miriam Roslyn

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Learning Disability Quarterly, v11 n1 p47-53 Win 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJAUG88
The effects of a peer previewing system on the oral reading skills of three learning-disabled students (ages 8 and 9) were examined. Results indicated that peer-previewing led to a marked decrease in the oral reading errors of all subjects. Reasons for the effectiveness of the procedure as well as its advantages are presented. (Author/DB)
Descriptors: Elementary Education; *Instructional Effectiveness; *Learning Disabilities; *Oral Reading; *Peer Teaching
Identifiers: *Previewing (Reading)

EJ368922 EC202300
The Social Effects of Integration on Nonhandicapped Children.
Sasso, Gary; Rude, Harvey A.
Education and Training in Mental Retardation, v23 n1 p18-23 Mar 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJAUG88
Using a peer nomination sociometric tool, the study measured the degree of social status change with high and low status nonhandicapped elementary grade children who participated in a peer initiation intervention with severely handicapped children. Nonhandicapped students who participated in the peer initiation program gained in social status. (Author/DB)
Descriptors: Intervention; *Peer Acceptance; *Peer Relationship; *Peer Teaching; *Severe Disabilities; *Social Status; *Student Participation

EJ341312 EC190448
Peer Tutoring Versus Structured Interaction Activities: Effects on the Frequency and Topography of Peer Initiations.
Sasso, Gary M.; And Others
Behavioral Disorders, v11 n4 p249-59 Aug 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN87
The study measured the interactive values of peer tutoring and structured interaction activities on the rate and type of social initiations (cooperative or instructional) of nonhandicapped peers (N=4) toward students with autism (N=4). Results showed that structured interaction activities produced the highest rates of cooperation initiations. (Author/JW)
Descriptors: *Autism; *Cooperation; Elementary Education; *Interaction Process Analysis; *Peer Teaching; Student

Attitudes; Tutoring

EJ373470 EC210025
A Comparison of Peer-Directed and Teacher-Directed Employment Interview Training for Mentally Retarded Adults.
Schloss, Patrick J.; And Others
Journal of Applied Behavior Analysis, v21 n1 p97-102 Spr 1988
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJNOV88
Comparison of teacher-directed and peer-directed instruction in teaching interview skills to two mentally retarded adult females indicated little or no difference in effectiveness of the two procedures. The peer-directed procedure involved considerably less staff time. Instruction, rehearsal, and feedback were found to be effective strategies, regardless of the teacher. (Author/JW)
Descriptors: Adults; Employment Potential; Females; Instructional Effectiveness; *Interviews; *Job Skills; *Mental Retardation; *Peer Teaching; Teaching Methods

EJ326231 CE516315
Serving Mildly Handicapped Students in Technology Education.
Scott, Michael L.; And Others
Technology Teacher, v45 n3 p5-9 Dec 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJMAR86
Examines ways of meeting the needs of special education students in technology education. Discusses activity-oriented instruction, adding relevance to the instruction, the development of problem-solving and communication skills, the use of peer tutors, involving a special educator in industrial arts classes, safety concerns, and available resources for teachers. (CT)
Descriptors: *Industrial Arts; *Mild Disabilities; Peer Teaching; Safety; Secondary Education; *Skill Development; *Special Education; Teacher Student Relationship; Teaching Methods; *Technical Education; *Technology

EJ378864 EC210947
Tutoring Learning Disabled Students: A Critical Review.
Scruggs, Thomas E.; Richter, Lori
Learning Disability Quarterly, v11 n3 p274-86 Sum 1988
Special Issue: 10th Anniversary Issue. Reprinted from Vol. 8, No. 4, Fall, 1985.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

(cont. next page)

DIALOG File 1: ERIC - 66-89/NOV.

Journal Announcement: CIJMAR89
Twenty-four empirical investigations of tutoring interventions with learning disabled students were evaluated. Although all authors favored tutoring, equivocal results were reported with few substantiated reports of social benefits to tutors or tutees. Methodological problems associated with such research in field settings are identified. A chart compares the studies. (Author/DB)
Descriptors: Elementary Secondary Education; *Instructional Effectiveness; *Interpersonal Competence; *Learning Disabilities; Meta Analysis; *Peer Teaching; Social Development; *Tutoring

EJ345582 EC191237
Behaviorally Disordered Students as Tutors: Effects on Social Behavior.
Scruggs, Thomas E.; And Others
Behavioral Disorders, v12 n1 p36-44 Nov 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAPR87
The study examined effects of tutoring lower functioning students on 12 behaviorally disordered students tutors (third through fifth grades). Although anecdotal reports strongly favored tutoring, all objective measures (i.e., absences, disciplinary referrals, achievement test performance, behavior rating scales) failed to indicate behavior change due to tutoring. (Author/DB)
Descriptors: *Behavior Change; *Behavior Disorders; Elementary Education; Peer Teaching; *Program Effectiveness; *Tutoring
Identifiers: *Handicapped Student Tutors

EJ335641 CG530292
Tutoring Interventions within Special Education Settings: A Comparison of Cross-Age and Peer Tutoring.
Scruggs, Thomas E.; Osguthorpe, Russell T.
Psychology in the Schools, v23 n2 p187-93 Apr 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP86
Compared cross-age and peer tutoring interventions conducted within special education settings. In Experiment 1, learning disabled (LD) and behaviorally disordered (BD) students tutored younger LD and BD students. In Experiment 2, same-age LD and BD students alternated tutor and tutee roles. In both experiments, tutors and tutees exhibited academic gains. (Author/ABB)
Descriptors: Academic Achievement; *Behavior Disorders; *Children; Comparative Analysis; *Cross Age Teaching; Elementary Education; Intervention; *Learning Disabilities; *Peer Teaching; Special Education; Tutorial Programs

EJ323737 EC180487
Peer Tutoring with Behaviorally Disordered Students: Social and Academic Benefits.
Scruggs, Thomas E.; And Others
Behavioral Disorders, v10 n4 p283-94 Aug 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJJAN86
A review of 17 studies on tutoring behaviorally disordered students revealed that tutoring can have a positive effect on both the tutor's and the tutee's academic achievement and can increase social relations of the tutoring dyad as well as attitudes toward content area. However, ancedotal reports of improved general social functioning, are not supported. (CL)
Descriptors: *Academic Achievement; *Behavior Disorders; *Interdisciplinary Approach; *Interpersonal Competence; Peer Teaching; *Program Effectiveness; *Tutoring

EJ313864 EC171873
Training Mildly Handicapped Peers to Facilitate Changes in the Social Interaction Skills of Autistic Children.
Shafer, Michael S.; And Others
Journal of Applied Behavior Analysis, v17 n4 p461-76 Win 1984
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN85
A peer training strategy featuring direct prompting and modeling and involving 16 nonautistic peers (five-eight years old) resulted in immediate and substantial increases in peer trainers' interactions with their four autistic tutees. All four autistic Ss substantially increased their responsiveness to the peer trainers. (CL)
Descriptors: *Autism; Elementary Education; *Interpersonal Relationship; *Peer Relationship; *Peer Teaching

EJ366088 EC201678
The Effects of Reverse-Role Tutoring on the Social Acceptance of Students with Behavioral Disorders.
Shisler, Lenore; And Others
Behavioral Disorders, v13 n1 p35-44 Nov 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN88
As part of a pretest-posttest control group design, a questionnaire evaluated whether participation in reverse-role tutoring improved nonhandicapped students' attitudes toward behaviorally disordered fifth and sixth grade peer tutors. Improved attitudes did not generalize to another self-contained class of behavior disordered students. (JW)
(cont. next page)

DIALOG

DIALOG File 1: ERIC - 66-89/NOV.

Descriptors: *Behavior Disorders; Childhood Attitudes; Generalization; Intermediate Grades; *Peer Acceptance; Peer Relationship; *Peer Teaching; Questionnaires; *Tutoring
Identifiers: *Handicapped Students as Tutors

EJ343946 EC190876
Behaviorally Disordered Students as Reverse-Role Tutors: Increasing Social Acceptance and Reading Skills.
Shisler, Lenore; And Others
B. C. Journal of Special Education, v10 n2 p101-19 1986
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR87
Upper-elementary behavior disordered (BD) students served as reverse-role tutors in two studies. In Study 1, BD tutors (N=10) and nonhandicapped first-grade tutees performed significantly better on reading achievement than controls, while self-esteem remained constant. In Study 2, gifted peers (N=30) had more positive attitudes toward their 10 BD tutors than did comparisons. (Author/JW)
Descriptors: *Behavior Disorders; *Cross Age Teaching; *Gifted; Intermediate Grades; *Peer Acceptance; Peer Teaching *Reading Achievement; Reading Skills; Self Esteem; Social Adjustment; *Tutors
Identifiers: *Reverse Role Tutoring

EJ267102 EC142974
The Effects of Cross-Aged Tutoring on the Comprehension Skills of Remedial Reading Students.
Sindelar, Paul T.
Journal of Special Education, v16 n2 p199-206 Sum 1982
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC82
To compare the effects of three tutorial reading programs, 53 elementary-aged disabled readers were assigned to hypothesis/test (H/T) instruction, oral reading (OR) practice, or word recognition (WR) training--or to a small-group H/T control. (Author)
Descriptors: *Cross Age Teaching; Elementary Education; *Reading Comprehension; *Reading Difficulties; *Tutoring

EJ348371 SP516519
Cooperative Learning: Can Students Help Students Learn?
Slavin, Robert
Instructor, v96 n7 p74-76,78 Mar 1987
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); REVIEW LITERATURE (070)
Journal Announcement: CIJMAY87
Target Audience: Teachers; Practitioners
The concept of student team learning is described, with details on cooperative learning techniques developed for reorganizing classrooms into exciting, high-achieving places.

(CB)
Descriptors: Elementary Education; *Group Activities; Heterogeneous Grouping; Individualized Instruction; *Peer Teaching

EJ367435 EC201902
Accommodating Student Diversity in Reading and Writing Instruction: A Cooperative Learning Approach.
Slavin, Robert E.; And Others
Remedial and Special Education (RASE), v9 n1 p60-66 Jan-Feb 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJUL88
Target Audience: Teachers; Practitioners
"Cooperative Integrated Reading and Composition" is a program that successfully teaches reading, writing, and language arts in heterogeneous intermediate classes containing mainstreamed special education and remedial reading students, by combining mixed-ability cooperative learning teams and same-ability reading groups. (Author/JDD)
Descriptors: *Cooperation; English Instruction; *Heterogeneous Grouping; *Homogeneous Grouping; *Integrated Activities; Intermediate Grades; Language Arts; Mainstreaming Peer Teaching; *Reading Difficulties; Reading Instruction; *Remedial Reading; Teaching Methods; Writing Instruction
Identifiers: *Cooperative Learning

EJ247023 EA514304
Synthesis of Research on Cooperative Learning.
Slavin, Robert E.
Educational Leadership, v38 n8 p655-60 May 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJOCT81
Research overwhelmingly supports the usefulness of cooperative learning for improving the social outcomes of schooling, such as intergroup relations, attitudes toward mainstreamed students, and general positive relations between students. (Author)
Descriptors: Academic Achievement; Educational Research; Elementary Secondary Education; Group Activities; Intergroup Relations; Mainstreaming; *Outcomes of Education; *Peer Teaching; *Teaching Methods
Identifiers: *Cooperative Learning

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DIALOG File 1: ERIC - 66-89/NOV.

EJ162418 EC093089
Cross-Age Helping for the EMR Child
Smith, Linda M.; Pfeiffer, Isobel L.
Education and Training of the Mentally Retarded, 12, 1, 32-5 Feb 1977
Language: ENGLISH
Journal Announcement: CIJE1977
Descriptors: Classroom Environment; *Cross Age Teaching; Elementary Education; Exceptional Child Research; *Individualized Instruction; Mental Retardation; *Mild Mental Retardation; *Self Esteem; Teacher Effectiveness; *Tutoring

EJ360851 EC200432
Finding Friends.
Smith, Patricia
Exceptional Parent, v17 n6 p16-17 Sep 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080)
Journal Announcement: CIJFEB88
Target Audience: Parents
The mother of a mentally retarded adolescent describes the implementation of her idea to hire nonretarded neighborhood peers as friends and resource persons for her daughter. The program's purpose was to educate nonhandicapped youth as well as to increase her daughter's opportunities for socialization and peer contact. (JW)
Descriptors: Adolescents; Attitudes; Daily Living Skills; *Interpersonal Competence; *Mental Retardation; *Normalization (Handicapped); Parent Aspiration; Peer Influence; *Peer Relationship; Peer Teaching; Socialization
Identifiers: Attitudes toward Disabled

EJ319866 EC172838
Exercise Programs for Mainstreamed Handicaped Students.
Smoot, Sharene L.
Teaching Exceptional Children, v17 n4 p262-66 Sum 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJOCT85
Target Audience: Practitioners
Physical education teachers can establish successful therapeutic exercise programs for mainstreamed handicapped students by involving peer helpers in a carefully designed program. (CL)
Descriptors: *Disabilities; Elementary Secondary Education; *Mainstreaming; Peer Teaching; *Physical Education; Program Development; *Teacher Role

EJ206418 EC114989
Higher Functioning Residents as Language Trainers of the Mentally Retarded.
Snell, Martha E.
Education and Training of the Mentally Retarded, v14 n2 p77-84 Apr 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC79
An institutional peer-teaching model was tested by comparing two procedures to teach language to profoundly retarded residents (approximately 7-25 years old) under the supervision of attendants. (Author/SBH)
Descriptors: Exceptional Child Research; *Institutionalized Persons; *Language Instruction; Mental Retardation; *Peer Teaching; Program Effectiveness; *Severe Mental Retardation

EJ285435 EC152821
Nonhandicapped Peer Involvement in the Education of Severely Handicapped Students.
Stainback, Susan B.; And Others
Journal of the Association for the Severely Handicapped (JASH), v8 n1 p39-42 Spr 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJDEC83
The ways that nonhandicapped students could become more integrally involved in the education of severely handicapped students are discussed. Four nonhandicapped peer intervention procedures are considered: peer modeling, social bids, peer reinforcement, and peer tutoring. (SEW)
Descriptors: *Helping Relationship; Interaction; Intervention; *Peer Relationship; Peer Teaching; Reinforcement; *Role Models; *Severe Disabilities; *Social Behavior; *Tutoring

EJ373471 EC210026
A Comparison of Two Intervention Roles: Peer Monitor and Point Earner.
Stern, George W.; And Others
Journal of Applied Behavior Analysis, v21 n1 p103-109 Spr 1988
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJNOV88
Off-task and disruptive behavior in two fifth graders decreased rapidly during an intervention in which, working in dyads, they served either as peer monitors or point earners. Peer-monitor and point-earner roles, when alternated on an every-other-day basis, were equally effective in reducing inappropriate behavior. (Author/JW)
Descriptors: Behavior Change; Behavior Modification;
(cont. next page)

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*Behavior Problems; *Contingency Management; Intermediate Grades; Intervention; Peer Influence; *Peer Teaching; Positive Reinforcement; Time on Task

EJ267112 EC142984
Behaviorally Disordered Adolescents as Peer Tutors: Immediate and Generative Effects on Instructional Performance and Spelling Achievement.
Stowitschek, Carole E.; And Others
Behavioral Disorders, v7 n3 p136-48 May 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC82
The study investigated the effects of a peer tutoring package on the instructional performance of 12 behaviorally disordered adolescents directly trained by their three teachers and subsequent effects on the performance of their learners. Learner performance on daily spelling tests increased considerably when intervention in the form of peer instruction occurred. (Author)
Descriptors: Academic Achievement; Adolescents; *Emotional Disturbances; *Peer Teaching; *Performance; Program Effectiveness; *Spelling

EJ326801 EC181112
Programmatic Research on Peers as Intervention Agents for Socially Isolate Classmates.
Strain, Phillip S.
Pointer, v29 n4 p22-29 Sum 1985
Theme Issue: Promoting Cooperation and Peer Helpfulness.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAR86
The article presents a four-step intervention model to both improve the social skills of socially isolated (often handicapped) children as well as improve peer attitudes. Use of the model with 6 autistic-like preschool children and 10 normal peers resulted in autistic Ss achieving positive interacton within the normal range. (DB)
Descriptors: *Autism; *Disabilities; *Interpersonal Competence; *Intervention; *Peer Teaching; *Withdrawal (Psychology)

EJ320995 EC180091
Normally Developing Preschoolers as Intervention Agents for Autistic-Like Children: Effects on Class Deportment and Social Interaction.
Strain, Phillip S.; And Others
Journal of the Division for Early Childhood, v9 n2 p105-15 Spr 1985
Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJNOV85
Ten nonhandicapped 3-5 year olds were taught to help instruct six autistic-like classmates. When compared to controls, the nonhandicapped helpers engaged in less disruptive behavior and equal amounts of on-task language and peer interaction. Treatment gains for autistic-like Ss' positive peer interactions were equivalent to levels exhibited by nonhandicapped classmates. (CL)
Descriptors: *Autism; Early Childhood Education; Mainstreaming; *Peer Relationship; *Peer Teaching

EJ245829 EC132775
Peer-Mediated Treatment of Exceptional Children's Social Withdrawal.
Strain, Phillip S.
Exceptional Education Quarterly: Peer Relations of Exceptional Children and Youth, v1 n4 p93-105 Feb 1981
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJSEP81
Research on the use of peer modeling (filmed and live) and peer social initiations with withdrawn exceptional children is considered. Advantages of the social initiation approach include application with children with a limited behavioral repertoire, no requirement for adult intervention, and the opportunity to use handicapped peers as trainers. (CL)
Descriptors: *Disabilities; Elementary Secondary Education; Exceptional Child Research; Interpersonal Competence; *Intervention; *Modeling (Psychology); *Peer Influence; *Peer Relationship; Peer Teaching; *Withdrawal (Psychology)

ED290286 EC201748
Grouping Handicapped and Non-Handicapped Children in Mainstream Settings. The Functional Mainstreaming for Success (FMS) Project. Project Review Papers. Final Report--Part 3.
Striefel, Sebastian; And Others
Utah State Univ., Logan. Developmental Center for Handicapped Persons.
24 Aug 1987
309p.; For Part 1 and 2 of the Final Report, see EC 201 746-747. For selected papers, see EC 201 749 and EC 201 751-759.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
Grant No.: G008401757
EDRS Price - MF01/PC13 Plus Postage.
Language: English
Document Type: COLLECTION (020); REVIEW LITERATURE (070)
Geographic Source: U.S.; Utah
Journal Announcement: RIEJUN88
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DIALOG

DIALOG File 1: ERIC - 66-89/NOV.

The review papers are a product of the 3-year project, "Functional Mainstreaming for Success," designed to develop a model for instructional mainstreaming of 162 handicapped children (3-6 years old) in community settings. The major feature of the project was development of a full reverse mainstreamed preschool program, which included children with and without handicaps in the same class in a 50:50 ratio. Individual papers have the following titles and authors: "Effective Mainstreaming: A Re-definition and Proposed Model" (Sebastian Striefel et al); "Successful Mainstreaming: The Elimination of Common Barriers" (Paul Adams et al); "Mainstreaming and Teacher Competency: Some Concerns about the Adequacy of Teacher Training" (Paul Adams et al); "A Review and Synthesis of Teacher Competencies Necessary for Effective Mainstreaming" (Paul Adams et al); "Teacher Attitudes toward Mainstreaming: A Literature Review" (Trenly Yanito et al); "Mainstreaming: A New Role for the Special Educator" (Maria Quintero et al); "A Model for Integrated Preschool Classroom Service Delivery" (John Killoran et al); "Tri-Partite Model of Teacher Training" (Paul Adams et al); "A Critical Review of Parent Involvement in Mainstreaming'" (Maria Quintero et al); "Preparing Regular Classroom Students for Mainstreaming: A Literature Review" (Stacey Mott et al); "A Review of Procedures and Issues in Preschool Peer Tutoring and Buddy Systems" (Brady Phelps et al). (DB)

Descriptors: Competence; Delivery Systems; Demonstration Programs; *Disabilities; *Instructional Effectiveness; *Mainstreaming; Parent Role; Peer Teaching; Preschool Education; Teacher Attitudes; *Teacher Education

Identifiers: Early Intervention; *Functional Mainstreaming for Success Project; *Reverse Mainstreaming

EJ245259 CE511039
Accountability and Educating the Handicapped.
Strom, Robert D.
Educational Forum, v45 n3 p337-50 Mar 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJSEP81

This discussion of education for the handicapped examines the collaborative responsibility of teachers and parents, the value of social learning and peer teaching, the role of the government, and the benefits of mainstreaming in preparing children for life in a culture of diversity. (SK)

Descriptors: Accountability; *Disabilities; Interpersonal Relationship; *Mainstreaming; *Parent Responsibility; *Peer Teaching; Socialization; Special Education; *Student Attitudes ; *Teacher Responsibility

ED289332 EC201293
Enhancing Success of Mainstream Elementary Special Education Students by Teaching Social Skills and Monitoring Behavior and Academic Progress.
Tillona, Salvatore

Mar 1986
101p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY88

Five elementary special education students were mainstreamed to a regular classroom for portions of their school day. A support team, consisting of the school psychologist, the principal, and the guidance counselor, was established to monitor their progress and provide assistance with both behavioral and educational problems. Peer tutors were provided to help each mainstreamed student with his/her academic skills, and lessons in social skills were also given. Results showed that the students were successful both socially and academically, and that the social skills lessons carried over to the classroom. Results also showed that the participating teachers had a positive attitude towards the mainstreaming experience. (JDD)

Descriptors: *Disabilities; Elementary Education; *Interpersonal Competence; *Mainstreaming; Peer Teaching; *Social Support Groups; Student Placement; Teacher Attitudes; *Transitional Programs; Tutoring

ED297533 EC210384
Peer Tutoring: Integrating Academic and Social Skills Remediation in the Classroom.
Trapani, Catherine
Mar 1988
43p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
Sponsoring Agency: National Inst. of Handicapped Research (ED), Washington, DC.
Grant No.: G008300148
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJAN89

The study explored the effectiveness of social skills training and cross-age tutoring on the acquisition and use of social skills among 20 mainstreamed learning disabled boys (ages 9-12). All subjects received direct instruction in such communication skills as greeting, listening, asking questions, answering questions, and complimenting. Seven of the students then tutored younger children in spelling. Emphasis was placed on the use of appropriate social communication skills in the tutoring situation providing an opportunity for active rehearsal of the target social skills. Evaluation indicated that experimental subjects responded to the intervention for two of the target behaviors (greeting and answering questions). Three figures, 7 tables, and 52 references are

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included. (DB)
Descriptors: *Cross Age Teaching; Instructional Effectiveness; Intermediate Grades; *Interpersonal Competence *Learning Disabilities; Males; Peer Teaching; Skill Development; Spelling; Training Methods; *Tutoring
Identifiers: Rehearsal (Learning)

EJ223939 EC123516
Peer Tutoring with or without Home-Based Reinforcement, for Reading Remediation.
Trovato, Joseph; Bucher, Bradley
Journal of Applied Behavior Analysis, v13 n1 p129-41 Spr 1980
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJOCT80
An operant-based corrective reading program was established to study effectiveness of peer tutoring for 69 reading deficient second- to fourth-grade students who were matched on measures of initial reading ability and level of reading retardation and randomly assigned to three groups (peer tutoring only, peer tutoring with home based reinforcement, and control). (Author)
Descriptors: Elementary Education; Exceptional Child Research; Family Influence; *Learning Disabilities; *Parent Participation; *Peer Teaching; Reading Comprehension; *Reading Difficulties; *Reading Programs; Reinforcement; *Tutoring

EJ368936 EC202314
Using Kid Power to Teach Kids about Mental Retardation: A Long-Term Follow-Up.
Turnbull, Amy; Bronicki, G. J. Buzz
Journal of the Association for Persons with Severe Handicaps (JASH), v12 n3 p216-17 Fall 1987
For related information see, EC 182 154.
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJAUG88
A fifth grade student with a mentally retarded sibling reports on a followup study on the effectiveness of a classroom lesson she taught to improve second grader attitudes toward mental retardation. Positive attitudes were maintained one year later. Other third graders receiving instruction by the author or her friends also showed improved attitudes. (DB)
Descriptors: *Attitude Change; Elementary Education; Followup Studies; *Mental Retardation; *Peer Teaching; *Siblings; Student Research

EJ367520 EC202137
Assisting TMR Students.
Turnquist, Antoinette E.
School Art, v87 n7 p23-24 Mar 1988
Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJJUL88
Target Audience: Teachers; Practitioners
High-school art teachers and student volunteers from advanced studio classes worked with trainable mentally retarded students on art projects such as abstract design paintings and note cards and potato-printed placemats. The impact of the experience on the handicapped students, the student aides, and the teachers is noted. (JDD)
Descriptors: *Art Education; Art Teachers; Creative Art; High Schools; *Learning Experience; *Moderate Mental Retardation; *Painting (Visual Arts); *Peer Teaching; Student Experience; Student Projects; Student Volunteers; *Teaching Methods

EJ183451 EC104019
Self Help: Peer Tutor Training for the Mentally Retarded
Vacc, Nicholas A.
Education and Training of the Mentally Retarded, 13, 1, 60-3 Feb 1978
Language: ENGLISH
Journal Announcement: CIJE1978
The establishment of a peer tutoring program for mentally retarded individuals by an agency or institution can serve as an effective method to assist with their learning and vocational skill development. (Author/JYC)
Descriptors: Career Development; *Mental Retardation; On the Job Training; *Peer Teaching; Special Programs; Training

EJ392128 EC220093
Enhancing Success in Heterogeneous Classrooms and Schools: The Powers of Partnership.
Villa, Richard A.; Thousand, Jacqueline S.
Teacher Education and Special Education, v11 n4 p144-54 Fall 1988
Available from: UMI
Language: English
Document Type: EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)
Journal Announcement: CIJNOV89
A discussion of practices associated with successful schooling of students in heterogeneous groupings looks at outcomes-based instructional models, instructional models using peer power, effective use of heterogeneous and multi-age grouping, strategies for redefining school organizational structure, and teacher training content. (MSE)
Descriptors: Administrative Organization; Cross Age Teaching; *Educational Strategies; *Elementary Secondary Education; *Heterogeneous Grouping; *Institutional Characteristics; Outcomes of Education; Peer Influence; *Program Effectiveness Teacher Education

DIALOG
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DIALOG File 1: ERIC - 66-89/NOV.

EJ321125 EC180321
Use of Peers to Train and Monitor the Performance of Adolescents with Severe Handicaps.
Wacker, David P.; Berg, Wendy K.
Education and Training of the Mentally Retarded, v20 n2 p109-22 Jun 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJNOV85
Two peer trainers, one moderately and one severely mentally retarded, each taught three severely disabled peers to perform separate steps of a complex assembly line task. Peer trainers were taught to demonstrate correct performance and to praise or correct trainees' performance contingently. Trainers were successful in training and monitoring the performance of their peers. (Author/CL)
Descriptors: High Schools; Job Skills; *Moderate Mental Retardation; *Peer Teaching; *Severe Mental Retardation

EJ316895 EC172337
Use of Peer Instruction to Train a Complex Photocopying Task to Moderately and Severely Retarded Adolescents.
Wacker, David P.; Berg, Wendy K.
Analysis and Intervention in Developmental Disabilities, v4 n3 p219-34 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG85
Three severely retarded adolescents were successfully taught a 26-step photocopying task by a moderately retarded peer within a multiple-baseline design. The peer trainer was taught to demonstrate the target task to the trainees, contingently praise correct responses, and provide correction for errors. (Author/CL)
Descriptors: Adolescents; Job Skills; *Moderate Mental Retardation; *Peer Teaching; Severe Mental Retardation

EJ122640 EC072903
Retarded Persons as "Teachers": Retarded Adolescents Tutoring Retarded Children
Wagner, Patricia; Sternlicht, Manny
American Journal of Mental Deficiency, 79, 6, 674-9 May 1975
Language: ENGLISH
Journal Announcement: CIJE1976
Descriptors: *Eating Habits; Exceptional Child Research; Institutionalized Persons; *Mental Retardation; *Peer Teaching ; Program Effectiveness; *Self Care Skills; Severe Mental Retardation; Trainable Mentally Handicapped; *Tutoring

EJ109286 EC070214
Children Tutoring Children
Wagner, Patricia
Mental Retardation, 12, 5, 52-5 Oct 1974
Language: ENGLISH
Journal Announcement: CIJE1975
Reviewed is the literature dealing with non-retarded or retarded children tutoring other children. (DB)
Descriptors: Exceptional Child Education; *Literature Reviews; *Mental Retardation; *Peer Teaching; Research Reviews (Publications); *Tutoring

EJ268370 EC150178
Enhancing Self-Concept of LD Adolescents: One Approach.
Watts, Walter J.; Cushion, Marie B.
Academic Therapy, v18 n1 p95-101 Spr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052); REVIEW LITERATURE (070)
Journal Announcement: CIJJAN83
The paper describes four approaches to developing self-esteem in learning disabled adolescents--compensatory intervention, vocational-career skills development, basic skills remediation, and peer tutoring. (SW)
Descriptors: Adolescents; Intervention; *Learning Disabilities; *Peer Teaching; Remedial Instruction; Secondary Education; *Self Esteem; Vocational Education

EJ239852 CE510664
The Classroom Teacher's Future Role in Serving Special Needs Youth.
Webb, Mary Ann
Journal for Vocational Special Needs Education, v3 n1 p3-5,11 Fall 1980
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJUN81
Outlines some future considerations for classroom teachers of special needs students. These include effective communication with parents, the community, and teachers of regular students, inservice training programs, peer teaching/tutoring, and inclusion of the student in committee meetings. (CT)
Descriptors: Community Involvement; Disabilities; *Inservice Teacher Education; *Mainstreaming; *Parent Participation; *Peer Teaching; Secondary Education; Student Participation; *Teacher Attitudes; *Teacher Responsibility; Tutoring
Identifiers: *Special Needs Students

DIALOG
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DIALOG File 1: ERIC - 66-89/NOV.

ED295401 EC202840
Classroom Instructional Programs with Autistic Children: Group Structures and Tutoring Models. Final Report, 8/1/83-5/31/86.
Whorton, Debra M.; And Others
Kansas Univ., Lawrence. Bureau of Child Research.
1986
162p.
Sponsoring Agency: Department of Education, Washington, DC.
Grant No.: G008300068
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Kansas
Journal Announcement: RIENOV88
The project attempted to experimentally validate the use of tutoring and small group teaching formats as alternatives to one-to-one teaching procedures involving autistic children. Single-subject studies and experimental-control group designs were used to compare the effects of tutoring and small group teaching formats in public and private school classrooms for autistic and other developmentally disabled children. Results indicated that non-handicapped tutors can increase academic skills and manage attending behaviors in autistic peers. Results also indicated that higher functioning autistic students can be trained as effective tutors of lower functioning peers. Other research showed that small group instructional formats were superior to one-to-one instruction in terms of student performance across several curriculum areas. Small group instruction produced higher levels of teaching time, correct student responding, more teacher-to-student interactions and more student-to-student interaction than did one-to-one instruction. Furthermore, small group instruction maintained appropriate on task behavior and comparable levels of self-stimulation. Project results were disseminated in written teacher manuals, professional presentations, masters and doctoral theses, and professional journal articles. Six pages of references are provided. About half the document consists of appendices that include teacher materials, tables, and graphs. (DB)
Descriptors: Attention Control; *Autism; *Developmental Disabilities; Elementary Secondary Education; *Individual Instruction; *Instructional Effectiveness; Peer Teaching; *Small Group Instruction; Time on Task; *Tutoring

EJ347199 EC191280
Peers as Paired Reading Tutors.
Winter, Sam
British Journal of Special Education, v13 n3 p103-06 Sep 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAY87
Recent projects in which students in mainstream classrooms

were trained to act as paired reading tutors for children with reading difficulties are described. It is suggested that the benefits of peer-tutored paired reading may exceed those of parent tutoring. Guidelines and suggestions for establishing a peer tutoring project are offered. (JW)
Descriptors: Elementary Education; *Peer Teaching; Program Effectiveness; *Reading Difficulties; *Reading Instruction; Reading Strategies; Teaching Methods; *Tutors

EJ212501 EC121282
The Effects of a Retarded Child's Social Initiations on the Behavior of Severely Retarded School-Aged Peers.
Young, Clifford C.; Kerr, Mary Margaret
Education and Training of the Mentally Retarded, v14 n3 p185-90 Oct 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAPR80
To increase the social responsiveness of two severely retarded and withdrawn children (six and ten years old), a five-year-old mildly retarded peer was trained to emit social approach behaviors using a procedure in which edible reinforcement was delivered by the trained peer contingent upon positive social response by the target subjects. (Author/CL)
Descriptors: Classroom Techniques; Exceptional Child Research; Mental Retardation; *Mild Mental Retardation; *Peer Relationship; *Peer Teaching; *Social Development; Social Reinforcement; *Trainable Mentally Handicapped

EJ388948 EC212672
Improving Student Performance.
Zeluff, Karen A.
Academic Therapy, v24 n1 p95-98 Sep 1988
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJSEP89
Target Audience: Teachers; Practitioners
Four alternative strategies to enhance learning-disabled students' learning and improve their self-concept include creative writing, peer tutoring, creative teaching, and behavior modification. (DB)
Descriptors: Behavior Modification; Classroom Techniques; Creative Writing; Elementary Education; *Learning Disabilities ; Peer Teaching; *Self Concept; *Teaching Methods